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ABSTRACT

This is number four in a series of resource manuals consisting of 11 sequenced curriculum guides developed by the Demonstration and Research Center for Early Education (DARCEE) for use in early childhood education programs. Emphasis is placed on the development of sensory, abstracting and mediating, and response skills. The projected order of the units is: (1) All About Me, (2) Plants, (3) Autumn, (4) Home and Family, (5) Winter, (6) Forest Animals, (7) Neighborhood and Community, (8) Farm Animals, (9) Spring, (10) Transportation, (11) Farm Crops. Each unit is intended to build upon skills developed in preceding ones. The fourth unit, "Home and Family," is primarily a social studies unit focusing on characteristics of families, pets, homes, and objects found in homes. The suggested time for the unit is three weeks. Instructional activities are presented side by side with basic skills to be developed. A list of instructional materials and their sources is given. The appendix includes action-songs, poems, and patterns for teacher-made materials. (MS)

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UNIT MANUAL FOUR:

Home & Family

CURRICULUM GUIDE

The Demonstration and Research Center
for Early Education
John F. Kennedy Center for Research
on Education and Human Development

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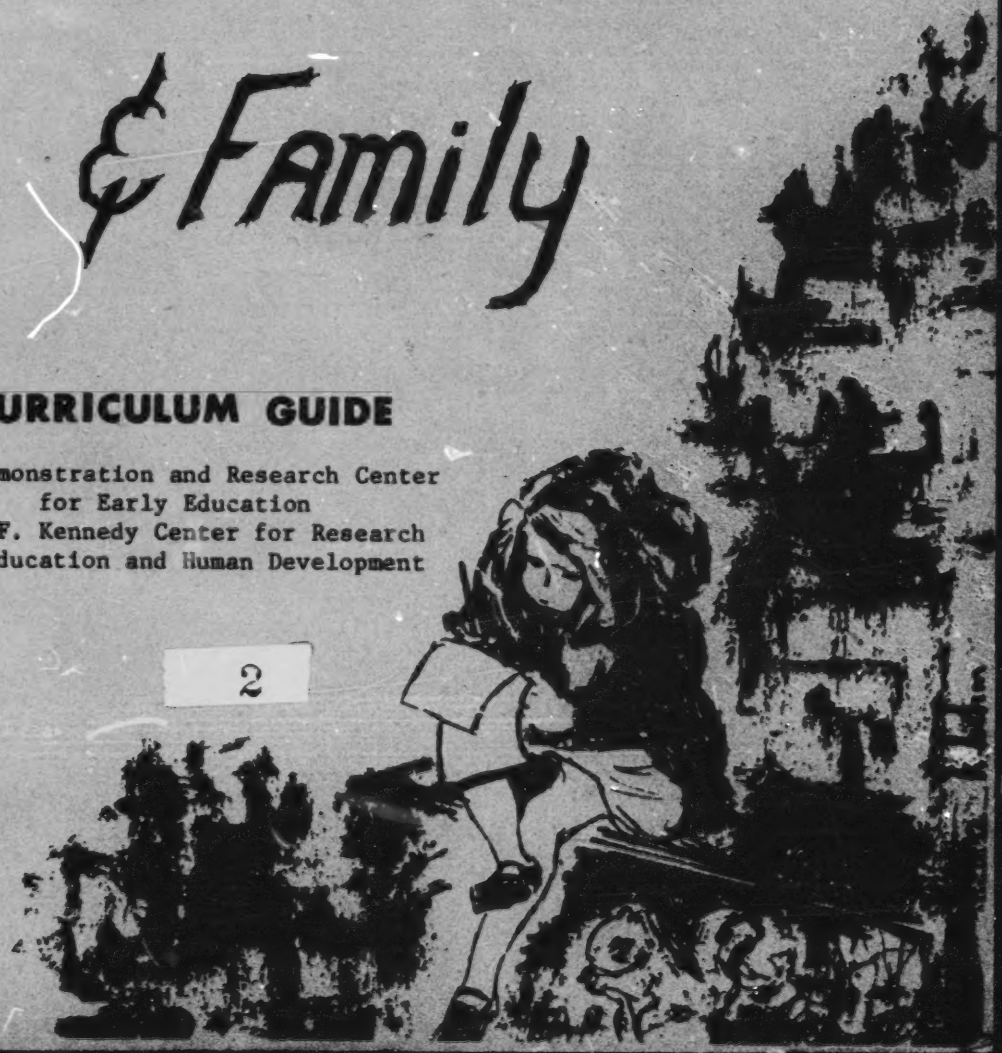

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HOME AND FAMILY

Unit 4

by

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PS 008758

The Demonstration and Research Center for Early Education
John F. Kennedy Center for Research on Education and Human Development
George Peabody College for Teachers
1972

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FOREWORD

The Use of DARCEE Resource Unit Manuals

The series of resource unit manuals consists of 11 curriculum guides. Each unit builds upon preceding units, moving the child to higher levels of development and understanding. The projected order of the sequence of units is as follows:

1) All About Me
2) Plants
3) Autumn
4) Home and Family
5) Winter
6) Forest Animals
7) Neighborhood and Community
8) Farm Animals
9) Spring
10) Transportation
11) Farm Crops

Although it is not suggested that the units be individually followed as "recipe books," it should be restated that each unit builds upon skills developed in preceding ones. Thus, beginning with activities in Unit 10 would present problems for the children if they have had no opportunities to develop and refine the skills presented in preceding units. Another reason for "beginning at the beginning" is the development of the teacher. The first five units are written in a great deal of detail to be very supportive of the teacher and give her a number of illustrations of skill development activities. As she becomes more confident and creative in designing her own activities and materials, the text becomes less descriptive and detailed. Units 6, 7, and 8 will present more opportunities for the teacher's original ideas. The final three units are planned as "skeletal" guides indicating skills and concepts, a few suggested activities, and a publications list. They will leave a lot to the discretion, imagination, and abilities of the individual teacher.

Each unit begins with an introduction stating the specific goals and objectives of that unit. A certain number of weeks for covering the material is suggested. These <u>are suggestions</u>, however, and should not be interpreted as "law." The most appropriate way for a teacher to use the units is in the way that will be most valuable to each teacher and her particular group of students. Adjustments may need to be made on the basis of geographic location, the range of the children's experiences and the amount of time required to cover the desired material. The teacher may decide to substitute some of her own activities. She may like some units better than others; prefer some sections over others. She should feel free and comfortable in making these adjustments.

Should the teacher decide to follow the units rather closely at first, she should do so bearing in mind that the subject matter they cover was meant to be only a part of a full day's activity. Three solid weeks of any one unit, all day, everyday, could be a disaster as far as maintaining interest, attentiveness, and motivational level. It would also be advisable to skip a day of unit related activity occasionally for the same reason.

The teacher will find that, although two to three weeks have been suggested for most units, there is far more material than can be covered during a small part of each day for three weeks. She will, therefore, find it necessary to be selective.

The basic layout of the resource units runs approximately according to the following pattern:

1) Introduction
2) Concepts and Understandings
3) Sequenced Instructional Guide
4) List of Suggested Materials
5) Appendix

DARCEE Curriculum--An Information Processing Model

I. SENSORY SKILLS--"Input" Receiving information

Orienting and Attentional
- Visual
- Auditory
- Tactile-Kinesthetic
- Taste-Olfactory

Discriminatory
- Visual
- Auditory
- Tactile-Kinesthetic
- Taste-Olfactory

Relational
- Visual
- Auditory

Sequential
- Visual
- Auditory

II. ABSTRACTING AND MEDIATING SKILLS--"Organization" Organizing information

Basic Concept Development

color	length	speed
shape	volume	taste
size	(aud.)	flavor
number	texture	& odors
position	weight	time
volume	temperature	age
pitch	motion	affect

Association
1. Objects with objects--functionally, spatially, temporally
2. Labels with objects, sounds, actions, concepts
3. Labels with labels

Classification
1. Deductive classification
2. Inductive classification

Sequencing
1. Motor--sequencing series of actions, directions, events
2. Verbal--sequencing a series of concepts, events

Critical Thinking
1. Drawing relationships
2. Making inferences
3. Making predictions
4. Analyzing problem situations
5. Synthesizing
6. Hypothesizing
7. Evaluating
8. Drawing analogies
9. Analyzing absurdities

III. RESPONSE SKILLS--"Output" Expressing information

A. Verbal
- Fluency
- Articulation
- Syntax
  - a. Single-word level--identification of objects, actions, sounds, concepts
  - b. Phrase level
  - c. Complete sentence level
    - simple declaratives
    - interrogatives
    - negatives
    - "and" statements
    - "or" statements
    - "if-then" statements
    - "I don't know" statements
    - complex sentences--adverbial clauses

B. Motor

Small-Motor Coordination (eye-hand coordination)

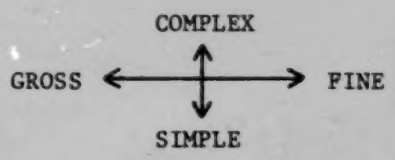
pasting	lacing
modeling	& weaving
painting	tracing
coloring	solving mazes
stringing	following dots
drawing	printing
cutting	

Orientation
- left-to-right progression
- top-to-bottom progression
- front-to-back progression

Basic Skill Development

The Information Processing Model provides a framework for an emphasis on basic skills to be extended and developed through the activities of each unit understanding. The primary purpose of the unit content is to motivate and encourage children to use basic skills. Mastery of unit content, then, is secondary to the development of basic skills. Instructional activities utilize materials and experiences of interest to most young children, thereby providing children with many opportunities for developing SENSORY, ABSTRACTING, and RESPONSE SKILLS--those skills necessary to receive information, to organize information, and to respond to, or use, information in a meaningful way. These are the skills necessary for cognitive growth and the development of intellectual competency. Mastery of the basic skills will make it more possible for children to impose order and structure upon the environment in which they find themselves.

While the DARCEE Curriculum diagram has categorized specific skills under the headings of Sensory, Abstracting, and Response Skills, it is important to note that in reality there is no such clear-cut separation. The diagram is a conceptualization of a process and, as such, is a representation of a way to organize basic skills in order to think about them in relation to curriculum development. It does not imply that at any time a child would be expected to use one skill only. For example, even though an activity may emphasize the development of color concepts (abstracting skills), the child is using, at the same time, his sensory skills (receiving information) and perhaps also his response skills (expressing information about color). The categorization of basic skills is simply intended to point out the emphasis of a particular activity while assuming that in any endeavor the child is actually using a variety of skills to reach a particular outcome.



Development of Sensory Skills

Sensory skills refer to those skills which involve the senses of seeing, hearing, tasting, smelling, feeling, and touching. They are basic to all skill development because all that is learned is received through one, or a combination of more than one, of these senses. A child sees that two cubes are alike because he sees they are the same color. A child hears that two sounds are different because one is loud and one is soft. A child feels that a pin is sharp because it sticks him. Generally speaking, however, simply receiving information through the senses does not require the child to think about the information. The child can see that two cubes are alike, or hear that two sounds are different without knowing, or thinking about, the name of the color of the cube or saying that one sound is loud and one is soft. The child can sense the pain of the pin prick without knowing the words sharp or pin.

When activities that emphasize sensory skill development are presented, the child is expected to behave in a physical way rather than to respond verbally (with words, phrases, or sentences). It is certainly all right for the child to respond verbally for he is, in fact, letting you know that he is ready for the next level of skill development. What is important, though, is that the behavior usually expected when the emphasis is on sensory skill development is in terms of a physical rather than a verbal action.

Activities emphasizing the receiving of information through the senses represent the first level of skill development in the DARCEE Curriculum. A wide range of sensory experiences, with the teacher close by to label and describe, provides the foundation upon which the child builds more complex skills and understandings. The ability to take in information through all the senses is fundamental to the future learning of the child.

Development of Abstracting and Mediating Skills

Abstracting and mediating skills refer to those skills which make it possible to organize and store incoming information in such a way that it can be readily available for present and future use. The development of these skills helps the child pull out the most important factors to remember about a person, object, or event. Impressions received through the senses are soon lost unless the child has some way of organizing the key elements of information. New information becomes more meaningful when it can build upon what is already known. Being able to organize information requires the child to think about incoming information and to sort out what is most important about it.

The level of a child's language development is very closely related to the development of abstracting and mediating skills. In fact, the ability to associate labels with objects is a mediating skill; e.g., using the word round to associate balls, apples, oranges, circles. The child does not necessarily have to be able to speak the word at this point. He may have a much larger understanding vocabulary than he does a speaking vocabulary. It is often by his physical action, an observable behavior, that the child indicates he is able to organize information--to associate, classify, and sequence things in his environment. When the child has had many opportunities to experience round objects, he may be shown a ball and a cube and be asked to show which one is round. If indeed the child has in some way organized information about roundness, he will respond by pointing to, or picking up, the ball. He will respond in a similar way to the presentation of any round object whether or not he has knowledge of the particular object. For example, the child may never have seen a globe; but when shown a globe and a cube, he will be able to pick out the globe as something round.

Activities emphasizing the organization of information through abstracting and mediating skills represent a second level of skill development in the DARCEE Curriculum. According to the individual child's skill level, he may be expected to respond either non-verbally or verbally. The response the child uses is dependent upon the quantity and quality of his sensory experiences and his level of language development.

Development of Response Skills

Response skills refer to the ways in which the child is able to use or express the information he has organized. The responses may be verbal, moving from single words to complex sentences, or the responses may be physical actions; e.g., cutting, pasting, painting, etc. All unit activities call for either verbal or motor (physical) responses, or a combination of both, and are sequenced to help the child refine his skills of responding, moving from gross responses (single words, tearing paper) to fine responses (complex sentences, cutting on a line with scissors).

Levels of Skill Development

Discriminates: the ability to make some distinction of likeness and difference between people and objects. The child may point to something, pick it up, turn his head in the direction of it, etc.--a physical action indicating that through one of his senses he is aware of likeness and difference. Matching, the ability to place like objects together, requires the child to discriminate, such as, between a red cube next to another red cube and a red cube on top of a piece of paper. Neither discriminating nor matching requires a verbal response.

Recognizes: The child indicates by a physical action that he understands what is said to him. Recognition does not require a verbal response--the teacher supplies the label. A red, a yellow, and a blue cube are placed before the child. The teacher says, "Show me the yellow cube." The child recognizes the concept of yellow if he points to or picks up the yellow cube.

Identifies: The child is expected to give a verbal response--to supply a label for a given object. The teacher holds up the yellow cube and asks, "What color is this?" The child identifies when he responds with the word yellow.

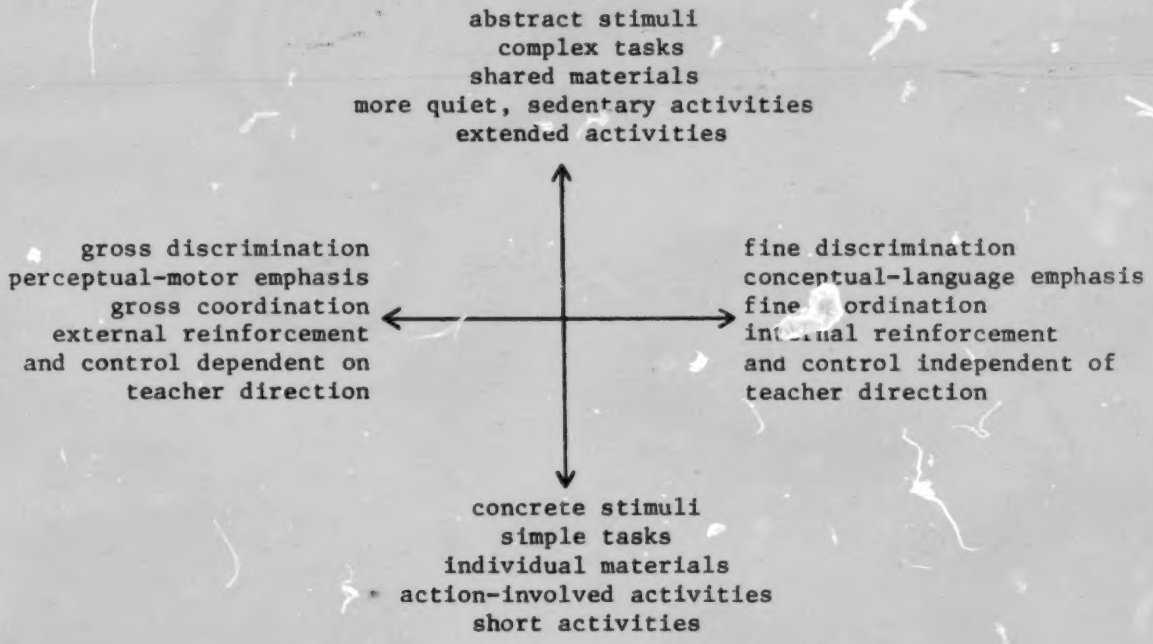
Sequencing Within the Curriculum

Throughout the DARCEE Curriculum Guides, it will be noted that the expectations for the development of children follow a sequential order. The child must be able to discriminate and match objects before he is expected to recognize them. He must be able to recognize objects before he is expected to identify them.

discriminate
match → recognize → identify

Additionally, sequencing principles determine the order of the presentation of unit content and skill development activities. Unit content is developed in an order of increasing complexity and abstraction while, simultaneously, skill development is proceeding from simple, gross, sensory skills to complex and abstract response skills. Each unit builds upon the concepts and skills of preceding units, moving the child to higher levels of understanding and skill development. For example, the content of the first unit,

All About Me, was about the child himself--a topic of obvious concern and interest to him. Succeeding units about people take the child away from himself into the Home and Family and then the Neighborhood. Proceeding through the units, instructional activities provide many opportunities for the skills of receiving, organizing, and expressing information to become increasingly refined and complex. Within each unit, the instructional activities are ordered to coincide with the continuing growth and development of more abstract and complex skills. In utilizing the principles of sequencing, the DARCEE Curriculum makes it possible to begin at the child's immediate level of development, and, by reviewing and extending previously learned concepts and skills, to introduce the child to higher levels of skill development in a manner appropriate for the individual child.



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I. Introduction

The fourth unit, Home and Family, is primarily a social studies unit. It is intended to extend the concepts and understandings in Unit 1, All About Me, focusing now on the total family unit. The major content objective for the child is to expand his understanding of living things as introduced in the first three units. The major skill objectives are to review and extend the basic concepts and skills previously acquired.

This unit, like preceding units, will need to be adapted to a particular group of children. It is most important that the teacher secure information about each child's family--number of members and identity of each member, dwelling place and address. Without this information, it is impossible to ask relevant questions or to evaluate each child's responses. The particular concepts to be stressed regarding types of homes, family constellations and roles of family members should be made relevant to the families represented by the group of children and the particular locale in which your children live. All materials should reflect the physical characteristics of the children, their families, and their homes.

It is suggested that three weeks be devoted to the unit Home and Family. If the Thanksgiving holiday occurs during this time, understanding K of the unit Autumn can easily be incorporated into this unit at the appropriate time.

II. Concepts and Understandings

A. A group of people living together is usually called a family.

1. Everyone who belongs to a family is a family member.

2. Members of a family have special names.

mother	wife	grandfather
father	husband	aunt
sister	parent	uncle
brother	grandmother	cousin

3. Usually the members of a family include males and females, adults and children.

4. The members of a family are different ages and sizes.

a. Some members of the family are older and bigger than you are.

b. Some members of the family may be younger and smaller than you are.

5. Many members of a family have the same last name--the family name.

6. Often members of a family tend to look somewhat alike.

7. The members of a family help each other, share, and take care of each other.

B. Families are different in many ways.

1. Families are different in size.

a. Families with just a few members are small.

b. Families with many members are large.

2. Families are made up of different members.

a. In many families, the members are the father, the mother, and their children who are brothers and sisters.

b. In some families, there is no father or mother.

c. In some families, there are no children.

d. Sometimes aunts, uncles, grandmothers, grandfathers, and cousins are members of the family.

C. The place where our family lives is called our home.

1. Most homes are in a building which has walls, a floor, a roof, doors, and windows.

2. A home provides us with a place to rest and sleep, to eat, and to play.

3. A home protects us from heat in the summer, cold in the winter, wind, rain, and snow.

D. Our homes are different in many ways.

1. There are different types of homes.

a. Some families live in a house, a building in which only one family lives.

b. Some families live in an apartment with other families living around them.

c. Some families live in a mobile home or trailer which can be moved from place to place.

d. Some families live in a duplex which is a house for two families.

2. There are many different sizes and shapes of homes.

a. Homes differ in the number of floors or stories: some have one floor; some have two floors; some have three floors; some are split-level.

b. Homes differ in the number of rooms inside: some are small with just one or two rooms, some are large and have eight or more rooms; some are middle-size homes.

3. Homes are different in color and in the amount and type of trim and decoration.

4. Homes are built of different materials.

a. Some homes are built of wood which is often painted.

b. Some homes are built of brick or cement block made from clay.

c. Some homes are built of stone.

d. Some homes are built of wood covered with aluminum (metal) siding.

e. Some homes are built of stucco.

f. Some homes are built of combinations of materials.

5. Homes are different in age.

   a. Some homes have just been built and are new.

   b. Some homes were built long ago and are old.

6. Homes have different addresses.

   a. An address is a set of numerals and the name of a street or road.

   b. An address is used by people to find a certain home.

E. The outside of a home has many parts.

1. Each part of the outside of the home has a name and a special use.

roof	foundation
chimney	porch, stoop
sides	steps--railing
windows--window sill	awning
window pane	shutters
storm window	rain spout
door--doorknob	mailbox
doorsill	
storm door	
screen door	

2. The parts of the area around a home have special names.

yard	patio	driveway
lawn	sidewalk	fence
garden	garage	
flower bed	carport	

F. The inside of most homes is divided into different parts.

1. Most parts or sections of a home are called rooms.

   a. Each room has a floor, a ceiling, and walls, usually four.

   b. Rooms have special names: living room, kitchen, bedroom, bathroom, dining room or dining area, study or den, family or recreation room, utility room.

2. Some homes have a part called an attic which is at the top of the house under the roof.

3. Some homes have a part called a cellar or basement which is under the foundation.

4. Most homes have small rooms with no windows called closets.

G. The rooms of a home contain many objects which are used by the family members for certain activities.

1. The living room contains certain objects used for particular activities.

   a. Living room objects might include a couch or sofa, chairs, stools, tables (end tables, stands, coffee table), lamps, television, telephone, radio, record player, pictures, flower arrangements, books, magazines, newspapers.

   b. The living room might be used for sitting and talking with family members, friends, and guests; watching television; listening to the radio or record player; reading books, newspapers, or magazines; playing with toys and games; eating; napping or sleeping.

2. The kitchen contains certain objects used for particular activities.

   a. Kitchen objects might include a stove, refrigerator, sink, table, chairs, cabinets or cupboards, dishes (plates, bowls, cups, saucers), tableware (knives, forks, spoons), pots and pans (sauce pan, frying pan or skillet, coffee pot, teapot, kettle, cake pan), cooking utensils (egg beater, knives, potato peeler, seive, grater), mixer, toaster, can opener, dishwasher, freezer, washing machine, dryer, iron, ironing board.

   b. The kitchen might be used for storing, preparing, and eating food; storing and washing dishes and cooking equipment; washing, drying, and ironing clothes; storing cleaning equipment; visiting with friends.

3. The bedroom contains certain objects used for particular activities.

   a. Bedroom objects might include: bed, dresser, chest, chair, clock, wardrobe, desk, sewing machine, toy box.

   b. The bedroom might be used for resting and sleeping; storing clothes and dressing; storing toys and playing with toys; ironing and sewing; reading; watching television.

4. The bathroom contains certain objects used for particular activities.

   a. Bathroom objects might include: toilet or commode, bowl or lavatory, tub and/or shower, clothes hamper, medicine cabinet, towels, washcloths, brushes, combs.

   b. The bathroom is used for bathing our bodies; brushing our teeth and hair; using the toilet to eliminate body wastes; storing linens and medicine; washing and bandaging cuts.

H. Objects in the home which share common characteristics belong to special object groups.

1. All the objects which we wear are called clothes.

a. Clothes can be grouped according to who wears them: men, women, boys, girls, babies.

b. Clothes can be grouped according to the occasion when they are worn: rainy weather, play, dress-up, work, school, sleeping, swimming, etc.

2. All the home objects which we can move around, sit on, lie on, or place things on are called furniture.

a. Furniture can be grouped according to type: beds, chairs, tables, etc.

b. Furniture can be grouped according to the room where it is usually found: living room, bedroom, kitchen, dining room.

3. Objects which we eat are called foods.

a. Foods can be grouped according to the meal when they are usually eaten: breakfast, lunch, dinner.

b. Foods can be grouped according to the way they are prepared or processed: raw, cooked; canned, frozen, dried.

c. Foods can be grouped according to type: fruits, vegetables, meats, sweets, etc.

4. Objects that we play with are called toys.

I. The members of a family help each other, share belongings, and work and play together.

1. Each member of a family has certain jobs or responsibilities which help other family members.

a. Mother usually cleans the house; shops for food, clothing, and household supplies; washes, irons, and sews or mends clothing; cares for the young children; and often works away from home to earn money for the family.

b. Father usually works away from home to earn money to buy food and clothes and to pay for the house and other family needs; helps mother care for the young children; and often repairs parts of the house which are old or broken, mows the lawn, cleans the yard, and cares for the family car.

c. Children often help prepare food, shop, wash dishes, iron clothes, clean house, mow the lawn; care for the younger brothers and sisters; and sometimes work outside the home to earn extra money.

d. Grandmothers and aunts usually have the same kinds of responsibilities as mothers.

e. Grandfathers and uncles usually have the same kinds of responsibilities as fathers.

2. There are many activities which family members enjoy doing together.

a. In many families, the members have regular activities together at home: eating meals; watching television; playing games; making special treats such as popcorn, cookies, candy; housecleaning; working in the yard or garden; washing the car; adults reading to children.

b. In many families, the members have regular activities together away from home: shopping; going to church; visiting the library, park, zoo; picnicking, bowling, swimming, or boating; riding in the car; visiting friends and relatives, going to school and community center activities; going out to a restaurant to eat; going to ball games.

c. In many families, the members have special activities together at certain times of the year: special holiday activities, birthday celebrations, vacation trips.

J. Some families have special animals to care for called pets.

1. Pets are animals which live in or near a home and are cared for by a family.

a. Each pet has a name.

dog	canary	turtle
cat	parakeet	goldfish
guinea pig	parrot	guppy
gerbil		
rabbit		
pony or horse		

b. Each pet has special physical characteristics.

c. Most pets have a special name given to them by their owners.

2. All pets, like people, plants, and other animals, are living things.

a. Pets need food, water, air, and exercise in order to live.

b. Pets grow, change, and reproduce their own kind.

3. Pets are different in many ways.

a. Pets differ in size, color, shape, body covering.

b. Pets differ in the way they move--run, swim, fly, hop, crawl.

c. Pets differ in the sounds they make.

d. Pets differ in where they live--box, bowl, cage.

e. Pets differ in the food they eat--meat, fresh vegetables, seeds, bugs.

f. Pets differ in how and when they sleep.

4. There are different groups of pets.

a. Some pets have four legs and fur or hair, such as cats, dogs, rabbits (mammals).

b. Some pets have two legs and feathers, such as canaries, parakeets, and parrots (birds).

c. Some pets have scales, no legs, and live in the water, such as goldfish and guppies (fish).

d. Some pets need both water and land to live on, such as turtles (amphibians).

III. SEQUENCED INSTRUCTIONAL GUIDE

III. Sequenced Instructional Guide

UNIT UNDERSTANDING: A. A group of people living together is usually called a family.

1. Everyone who belongs to a family is a family member.
2. Members of a family have special names.
3. Usually the members of a family include males and females, adults and children.
4. The members of a family are different ages and sizes.
5. Many members of a family have the same last name--the family name.
6. Often members of a family tend to look somewhat alike.
7. The members of a family help each other, share, and take care of each other.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on wall display and magazine pictures Isolates each family member when counting Discriminates among colors of clothing Discriminates between light and dark shades Auditory Skills Listens to discussion, questions, and directions Listens to labels for family members Listens to labels for new color(s) ABSTRACTING SKILLS Conceptual Skills Knows concept of family and family members	1. Basic Activity Make a construction paper family for the classroom wall beside the seasonal tree. The family may consist of a father, mother, small girl, boy, and baby. The family could wear clothing comparable to those worn by the children and their families. When making the clothing, try to have the following colors represented: yellow, blue, red, green, orange, purple, brown, black, and white; light and dark shades of green and blue. Introduce the family. Discuss the number of members in the family, and the clothes that are worn by each. Emphasize the light and dark colors as well as the new color "purple." Relate this family to each child's family. Example: This is a group of people who live together. How

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BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Conceptual Skills (cont.) Knows articles of clothing Recognizes color concepts--yellow, blue, red, green, orange, purple, brown, black, white Recognizes light and dark shades of green, blue Recognizes number concepts--one to ten Association Skills Relates family in wall display with own family Relates colors with their labels RESPONSE SKILLS Verbal Skills Answers questions concerning family in wall display Identifies family members in magazine pictures Counts family members Motor Skills Manipulates scissors and paste appropriately	1. (cont.) is your family like this? How is it different from this family? Compare the children's families. Encourage each child to discuss his own family. Assessment Activity Give each child a magazine. Ask each child to find and cut pictures of people to make "his family." The child may paste his family on a large sheet of construction paper. Ask each child to identify the family members and tell how many members there are in his family. Save these pictures for use in future unit activities (B-1).
a. Detects, recognizes, and identifies the color of an article of clothing worn by a child in the classroom which matches a color in the wall mural Uses complete sentences	Extension Activities During the unit, the wall display should be used frequently. Some suggestions are: a. Using the construction paper family on the bulletin board, review colors by comparing those colors worn by the family with clothing worn by the children in the classroom. Examples: What color is the mother's dress? Can anyone tell me someone in this room who is wearing the same color dress? Encourage the children to respond in complete sentences.

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BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.)
b. Recognizes and identifies position concepts--beside, next to; between; right, left; in the middle Describes position of one family member in relation to another family member	b. The construction paper family may be used in reviewing or developing position concepts. Begin by having the children locate a member by directions, using the following position words: beside, next to, between, right, left, in the middle. Later ask the children to describe the position of a certain member in relation to the other family members.
c. Recognizes and identifies size concepts--tallest, shortest; taller, shorter Recognizes and identifies age concepts--oldest, youngest; older, younger Uses comparative statements	c. Use the five-member family to develop size concepts (tallest-shortest) and age concepts (oldest-youngest), and the ability to compare sizes (taller than, shorter than) and to compare ages (younger than, older than).

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2. Members of a family have special names.

3. Usually the members of a family include males and females, adults and children.

4. The members of a family are different ages and sizes.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on flannelboard materials (or paper dolls) and on pictures Isolates articles of clothing Distinguishes parts of clothing Auditory Skills Listens to discussion and directions Listens to labels for parts of clothing ABSTRACTING SKILLS Conceptual Skills Knows family members Knows articles of clothing Knows parts of clothing and the function of each Association Skills Relates clothing part with its label Relates picture of clothing part with real clothing part Relates an article of clothing with appropriate family member Classification Skills Comprehends subclass of clothing--articles worn by mother, father, girl, boy, baby	2. Basic Activity Use a family flannelboard set (Instructo, Milton Bradley) or a family of paper dolls to discuss the clothing worn by different members of the family. You may begin with the most basic clothing and include clothing that is worn only by a particular member of the family. Use your clothing and the children's clothing to talk about common parts of clothes--collars, cuffs, pockets, seams, waistbands--and common fasteners--buttons, snaps, zippers, hooks and eyes. Discuss the function of each part and fastener and ask the children to find examples of each on themselves and each other. Assessment Activity Use pictures of clothing (PLDK Stimulus Cards) for a classification game. Make five paper bags with a picture of a family member on each bag--mother, father, boy, girl, and baby. Have a sixth bag containing pictures of clothing. Let each child select a picture from the bag, identify the article of clothing, and place the picture in the bag marked by the member of the family who would wear that article of clothing.

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BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Identifies articles of clothing Identifies article of clothing according to who would wear it Motor Skills Locates a clothing part on real clothes which corresponds to a picture of the clothing part Places picture of article of clothing in bag which designates the appropriate family member	2. (cont.)

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BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on wall display and chart Isolates parts of the body and articles of clothing Discriminates likenesses and differences among people in wall display in body parts, clothing, size, age Scans chart from left to right and from top to bottom Auditory Skills Listens to discussion and questions Listens to description of likenesses and differences written on chart ABSTRACTING SKILLS Conceptual Skills Knows family members Knows body parts Knows articles of clothing Recognizes size concepts--tall, short; taller, shorter Recognizes age concepts--old, young; older, younger Understands concepts of alike and different Association Skills Relates printed word with spoken word	3. Basic Activity Use the family wall display for an activity emphasizing likenesses and differences. Ask the children how the family members are alike. Examples: They all are people, they all have hands, heads, feet, etc. After they have named many ways that they are alike, ask them how they are different. Examples: They are different in size, age; or they are wearing different clothing. Evaluation Tell the children that they have such good ideas that you are going to make a list of all the ways that the members are alike and different. Write the children's ideas on a lined drawing paper. Say each word as you are writing it, and repeat each sentence with the children after you have written it. Begin each sentence on a new line. The point of the list is to emphasize that their spoken words can be written down to be read. Ask the children questions to focus their attention on additional likenesses and differences they have not mentioned.

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BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.)
b. Recognizes and identifies position concepts--beside, next to; between; right, left; in the middle Describes position of one family member in relation to another family member	b. The construction paper family may be used in reviewing or developing position concepts. Begin by having the children locate a member by directions, using the following position words: beside, next to, between, right, left, in the middle. Later ask the children to describe the position of a certain member in relation to the other family members.
c. Recognizes and identifies size concepts--tallest, shortest; taller, shorter Recognizes and identifies age concepts--oldest, youngest; older, younger Uses comparative statements	c. Use the five-member family to develop size concepts (tallest-shortest) and age concepts (oldest-youngest), and the ability to compare sizes (taller than, shorter than) and to compare ages (younger than, older than).

UNIT UNDERSTANDING: A. A group of people living together is usually called a family.

5. Many members of a family have the same last name--the family name.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on wall display and drawings Isolates each name label Isolates each family member when counting Auditory Skills Listens to words of song, discussion, and questions Distinguishes melody and rhythm of song Listens to names for family and family members ABSTRACTING SKILLS Conceptual Skills Knows words to song Knows melody and rhythm of song Understands concepts of first, last (or family) names Recognizes number concepts--sets one to ten Association Skills Relates family in wall display with own family Relates each first name with family member Relates last (or family) name with whole family RESPONSE SKILLS Verbal Skills Reproduces words, melody, and rhythm of song Suggests first name for each member of family in wall display	4. Basic Activity Sing the song "Good Morning, Mr. Yellowbird" (Tune: "Who Are You?") to introduce last names. Substitute each child's first and last names for "Mr. Yellowbird." Discuss with the children their first names. Discuss their last names. Ask if they know anyone who has the same last name as theirs. Emphasize that often everyone in a family has the same last name, and we sometimes call this name their family name. There are times when family members living together do not all have the same last name. There are times when people have the same last name but are not related. Ask the class to suggest a family name for the model family on the classroom wall. Then have them name each member of the family. Put name labels on the wall for the family and for each member. Assessment Activity Have each child draw his family. Ask him to tell how many members there are in his family. Display the pictures labeling them with the family's name. Example: The Smiths or the Smith Family.

UNIT UNDERSTANDING: A. A group of people living together is usually called a family.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Suggests last name for family in wall display Counts family members in drawing Motor Skills Draws picture of family	4. (cont.)

UNIT UNDERSTANDING: A. A group of people living together is usually called a family.

6. Often members of a family tend to look somewhat alike.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Auditory Skills Listens to words of poem Listens to questions and discussion ABSTRACTING SKILLS Conceptual Skills Knows family members Knows words to poem Understands concept of similarities in appearance among members of a family Association Skills Relates family members in poem with members in own family RESPONSE SKILLS Verbal Skills Reproduces words to poem Answers questions concerning family	5. Basic Activity Teach the children the poem "Everybody Says." This is a simple, seven-line poem which is easily learned. Then discuss how family members often look alike. Evaluation Ask each child whether or not there is someone in his family who looks quite a bit like him. As an example, mention one of the children who resembles a parent or sibling which you have seen. Emphasize that even though people may say you look like someone, everyone is distinctly different. Extension Activities a. Use the poem "Everybody Says" for choral speaking. The teacher could say the first line and ask the children to respond with the second line. Alternate lines until the last line when everyone joins in. b. The family photographs (A-3) could be used for additional likeness and difference activities to help a child see any similarities in physical characteristics of his family members.

UNIT UNDERSTANDING: A. A group of people living together is usually called a family.

7. The members of a family help each other, share, and take care of each other.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on representation of family members Auditory Skills Listens to questions, discussion, and dramatizations ABSTRACTING SKILLS Conceptual Skills Understands why people live in families Knows family members Understands the roles and jobs of each member of the family Association Skills Relates certain roles and jobs with appropriate family member RESPONSE SKILLS Verbal Skills Suggests reasons why people live in families Describes the role of someone in family Verbalizes in a role play situation the particular role of a family member Motor Skills Manipulates paper dolls, puppets, or bendable people appropriately during dramatization	6. Basic Activity Ask the children why they think most people live in families rather than each person living alone. Following their responses, talk about how family members help each other, share, and take care of each other. Discuss the fact that usually one member of the family works to provide money for food, shelter, clothing, toys. Ask each child to describe the role of someone in his family. Examples: What is your mother's special job or jobs? What do you do to help your mother or father? Encourage each child to participate in the discussion. Assessment Activity Using paper dolls, puppets, or the bendable family, let the children pretend that they are particular members of their families. Encourage them to play the particular role which that member of the family would play, the special job that he does, or his reaction to a specific situation. Make careful note of the number and variety of roles which the children dramatize so that in later similar unit activities (I.), you can evaluate growth in awareness of family member roles.

UNIT UNDERSTANDING: B. Families are different in many ways.

1. Families are different in size.

2. Families are made up of different members.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures of families Isolates each person when counting Auditory Skills Listens to discussion, questions, and directions ABSTRACTING SKILLS Conceptual Skills Knows family members Understands the concepts of alike and different Recognizes number concepts--one to ten; sets which have more and fewer members Recognizes size concepts--largest, smallest; larger, smaller Association Skills Relates picture of family with real family Relates large family with more members and small family with few members RESPONSE SKILLS Verbal Skills Counts children and family members one by one Describes the likenesses and differences between two families in composition of members and number of members	1. Basic Activity Plan a likeness and difference activity to emphasize the fact that families are different. For your materials, use the family pictures which the children pasted with magazine pictures (A-1) or use the family photographs (A-3). Ask two children to bring their pictures up in front of the group. Compare the two families in terms of the family size and the particular members in each family. Emphasize the fact that the larger family is the one with the more family members; and the smaller, the one with the fewer members. Ask each child to look at his family picture. Ask the children whose family consists of a mother, a father, and children to stand. Together count the children who are standing. Ask those to stand who have a mother and children; then, those with a father and children. Finally, ask those to stand who have family members other than mother, father, or children. Discuss the "different" members of these families. Ask each child to look at his picture again and to count the family members. Ask the children with two family members to stand; then those with three, four, five . . . until all children have had a chance to stand. Of course, for some members, no children will stand. Determine who has the largest family and who has the smallest.

UNIT UNDERSTANDING: B. Families are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Stands when the composition of his family is described and when the number of members in his family is called	1. (cont.) Evaluation Ask other pairs of children to bring their family pictures to the front of the group. Ask individual children to tell how the families are alike and how they are different.

UNIT UNDERSTANDING: B. Families are different in many ways.

1. Families are different in size.

2. Families are made up of different members.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on story and drawing Isolates each family member in drawing Auditory Skills Listens to story, questions, and discussion ABSTRACTING SKILLS Conceptual Skills Knows family members Understands sequence of events in story Recognizes number concepts--sets one to ten, sets which have more and fewer members Association Skills Relates drawing of family with family in story RESPONSE SKILLS Verbal Skills Answers questions concerning story Compares size of family in story to his own Answers questions concerning grandparents	2. Basic Activity Read the story Patrick Will Grow to the children. This is a good story to demonstrate the concept of a family consisting of members other than a mother, father, and children. Evaluation Review the story, asking the children questions to help them recall the sequence of events. Discuss how many members there were in Patrick's family. Draw his family on paper or the chalkboard for the children to see. Ask each child whether Patrick's family was smaller or larger than his own. Ask how many children have grandmothers, grandfathers, or both grandparents living with them. Ask how many have grandparents that live in another house.

UNIT UNDERSTANDING: B. Families are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Identifies red, blue, purple Paints picture of own family or family in story Combines blue and red paint to make the color purple	2. (cont.) Extension Activity At a later time, give each child an opportunity to paint a picture of his family or Patrick's family using tempera paints. This could be an opportunity for the child to discover the color components of the color purple by giving the children blue and red paint for the activity.

UNIT UNDERSTANDING. C. The place where our family lives is called our home.

1. Most homes are in a building which has walls, a floor, a roof, doors, and windows.

2. A home provides us with a place to rest and sleep, to eat, and to play.

3. A home protects us from heat in the summer, cold in the winter, wind, rain, and snow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on model of house Isolates parts of the house Auditory Skills Listens to discussion, questions, and directions Listens to words of fingerplay ABSTRACTING SKILLS Conceptual Skills Knows parts of house and the function of each Understands why people need to live in a house Knows words and sequence of actions of fingerplay Association Skills Relates model of house with own house Relates actions with corresponding words in fingerplay RESPONSE SKILLS Verbal Skills Identifies parts of the model house as directed Suggests reasons why people need to live in a house Reproduces words to fingerplay	1. Basic Activity Make a simple model of a house, using butcher paper, corrugated paper, or construction paper, to place on the wall beside the family. Use the basic shapes for the parts --a square for the main section, a triangle for the roof, small squares for the windows, and rectangles for the door and chimney. Use the house model to introduce the idea of the family's home or dwelling place. Identify all the parts and discuss the function of each part. Ask the children why they think everyone needs a home. Teach the children the action song "The House." This is a good fingerplay song. Say one line, using the finger positions; then have the children repeat the line. Go on to the next in the same way. See if the children can say all the lines with you. Pay special attention to the children's articulation of the words. Evaluation Ask each child to find or identify a certain part of the house which you designate.

UNIT UNDERSTANDING: C. The place where our family lives is called our home.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Reproduces actions to fingerplay	1. (cont.)
	Extension Activity Use the house throughout the unit. Later when you discuss additional parts of the outside of a house, you can add those parts.

UNIT UNDERSTANDING: C. The place where our family lives is called our home.

1. Most homes are in a building which has walls, a floor, a roof, doors, and windows.

2. A home provides us with a place to rest and sleep, to eat, and to play.

3. A home protects us from heat in the summer, cold in the winter, wind, rain, and snow.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on model of house Distinguishes parts of the house Discriminates among the shapes in the house Auditory Skills Listens to discussion, direction and questions ABSTRACTING SKILLS Conceptual Skills Knows parts of the house Recognizes shape concepts--square, triangle, rectangle, circle Recognizes size concepts--large, small Recognizes color concepts Association Skills Relates model of house with real house Relates shape with part of house which it represents RESPONSE SKILLS Verbal Skills Suggests missing shape--circle Identifies the shape, color, and size of construction paper pieces chosen for house	2. Basic Activity Use the house model for a basic shape activity to review or introduce square, triangle, and rectangle; and to review large and small. Ask the children if they know a shape which they do not find in the house. (circle) Assessment Activity Prepare a box of pre-cut shapes so that the children can make a house on a piece of construction paper. The shapes should include the following: large squares of various colors, large triangles of black and brown (roof), two sizes of rectangles of different colors (door, chimney), and small squares of several colors (windows). Direct the children to select shapes to make a house and to arrange all the parts on the construction paper you give them. As the children are working, move around the group asking each child to identify the shape, color, and size of parts he has chosen. When a child has arranged the parts, give him paste to complete his house. Label each paper with the child's name.

UNIT UNDERSTANDING: C. The place where our family lives is called our home.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Arranges construction paper shapes to form a house Manipulates paste appropriately	2. (cont.)
Discriminates, recognizes, and identifies likenesses and differences in color, shape, number, and parts	Extension Activity Later use the finished houses for a likeness and difference activity. Using two pictures at a time, ask the children to compare them in terms of color, shape, number (windows), and external part (chimney or no chimney).

UNIT UNDERSTANDING: D. Our homes are different in many ways.

1. There are different types of homes.
2. There are many different sizes and shapes of homes.
3. Homes are different in color and in the amount and type of trim and decoration.
4. Homes are built of different materials.
5. Homes are different in age.
6. Homes have different addresses.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on construction materials and book Discriminates likenesses and differences among houses in book in terms of their type, the construction material from which they are made, color, shape, and size Auditory Skills Listens to discussion, book, and questions Listens to riddles Tactile-Kinesthetic Skills Discriminates among the textures of building materials Discriminates among the weight of building materials ABSTRACTING SKILLS Conceptual Skills Knows construction materials--brick, stone, cement block, wood Knows types of homes and the characteristics of each	1. Basic Activity Discuss the fact that homes are different in many ways. They may be different in terms of size, color, shape, and the kinds of materials from which they are made. Have some real construction materials--a brick, a stone or cement block, a wooden board--which the children can feel and discuss. Compare the materials in terms of their weights and textures. Read a book (Let's Find Out About Houses). Point out that some families live in apartment buildings. Some families live in mobile homes that may be moved from place to place. Emphasize the fact that homes may be made of brick, wood, stone, cement block. Assessment Activity Review the book with the children by playing a riddle game. The teacher may give the first riddle. Example: I'm thinking of a building where many families may live. It has many rooms and may have one or more floors.

UNIT UNDERSTANDING: D. Our homes are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Conceptual Skills (cont.) Recognizes texture concepts--hard, smooth, rough Recognizes weight concepts--heavy, light Recognizes color, size, and shape concepts Association Skills Relates type of home with certain characteristics Relates building material with certain texture and weight Relates clues in order to identify the house described RESPONSE SKILLS Verbal Skills Answers riddles given by teacher Describes type of house in riddle form in terms of its size, shape, and texture of material from which it is made Describes own home in terms of its type, size, shape, color and building material	1. (cont.) Encourage the child who answers the riddle to give one by describing a house in terms of size, shape, or the texture of the material from which it is made. Give each child an opportunity to describe his own home in terms of its type, size, shape, color, and material. Ask specific questions to help the children respond.

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4. Homes are built of different materials.
5. Homes are different in age.
6. Homes have different addresses.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on homes during walk or ride, on map, and on pictures of homes Discriminates likenesses and differences among houses in type, size, color, shape, and building material Auditory Skills Listens to discussion and questions Listens to names of streets ABSTRACTING SKILLS Conceptual Skills Knows types of homes Knows concept of street address Recognizes size concepts--largest, smallest; larger, smaller Recognizes color concepts Recognizes shape concepts--square, triangle, rectangle Knows building materials--brick, stone, cement block, wood Knows parts of the house Understands the function of a map Understands the sequence of events of the walk or ride	2. Basic Activity Take an observation walk or ride to see the different homes where your children live. It is suggested that you limit the trip to 45 minutes or an hour, saving the remaining homes for another trip. As you move through the community, stress the names of the different streets. When you stop at each home, as a group, describe its type; its size, color, and shape; the construction material; etc. Identify all the visible parts of the home and mention its address. It is suggested that you carry a map with you, explaining to the children that a map helps you find a house if you know the address. Carry a note pad with you so that you can draw a sketch and write a description of each home you visit. You will need this information to discuss and evaluate the trip when you return to the classroom. Assessment Activity After returning from the trip, you will need a chalkboard or chart paper for drawing the homes you saw, and magic markers or crayons

UNIT UNDERSTANDING: D. Our homes are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Association Skills Relates route on map to route of walk or ride Relates drawing of homes to real homes seen on trip RESPONSE SKILLS Verbal Skills Recalls sequence of events of walk or ride Describes home in terms of type, size, color, shape, and building material	2. (cont.) to color the homes. Review the sequence of events of the trip by asking the children whose home you visited first. Display the map and trace the route from school to this home, mentioning each street and the address of the first home where you stopped. Ask if someone can describe the home. Use your note pad to check the accuracy of the children's information and to supply additional characteristics. Continue to follow this procedure as you recall and sequence the remaining events of the trip. If the children have difficulty recalling the characteristics of the homes seen on the trip, draw the homes and then ask the children to describe them.
	Extension Activity If all your children live in similar homes--as in an apartment complex, housing development, or housing project--plan to visit other homes which differ from theirs.

UNIT UNDERSTANDING: D. Our homes are different in many ways.

1. There are different types of homes.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Auditory Skills Listens to discussion and words of poem Discriminates likenesses among sounds of words ABSTRACTING SKILLS Conceptual Skills Knows concept of apartment Recognizes size concepts--narrow, wide Recognizes position concepts--side by side; low, high Recognizes number concepts--many Understands concept of rhyming Association Skills Relates words of poems with appropriate descriptive actions RESPONSE SKILLS Verbal Skills Identifies two words which rhyme in each verse Suggests additional words which rhyme with the three pairs of rhyming words in poem Motor Skills Reproduces actions which demonstrate concepts in the poem	3. Basic Activity Read the poem "Apartment Houses" to help develop the concept of this type of dwelling place. This particular selection is suggested because it can be used to develop several basic concepts and skills. After the children are familiar with the poem, ask them to develop actions to demonstrate the concepts of narrow, wide; side by side; low, high; many. Use the poem to initiate a rhyming activity. Ask the children to listen for the two words which rhyme as you recite the first verse. Be sure to enunciate clearly the two rhyming words (side, wide). If the children have difficulty, give them one of the words and ask them to find the word which rhymes with it. Continue this procedure with the other two verses. Assessment Activity Use the three pairs of rhyming words (side, wide; high, sky; many, any) to encourage them to identify additional rhyming words. Say each pair of words and ask the children to think of other words that rhyme with these two words. If this is too difficult, try giving the children words like cat, ran, or cake which have more rhyming possibilities. It is not necessary that the children give you "real" words. Any sound which rhymes should be accepted. Note carefully which children can and cannot (1) identify rhyming pairs, (2) name other words which rhyme with a given word.

UNIT UNDERSTANDING: D. Our homes are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	3. (cont.) Extension Activity Read the children more stories and poems about children who live in different kinds of homes. The three poems "Fourth Floor!," "I Live Upstairs," and "The Sidewalk Is My Yard" are additional unit poems suggested for rhyming activities.

UNIT UNDERSTANDING: D. Our homes are different in many ways.

4. Homes are built of different materials.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on flannelboard materials, building materials, and story dramatization Isolates flannel figures Auditory Skills Listens to discussion, story, and dramatization Tactile-Kinesthetic Skills Discriminates weight concepts Discriminates texture concepts ABSTRACTING SKILLS Conceptual Skills Knows story characters Knows building materials used in houses of story--straw, sticks, bricks Understands sequence of events in story Recognizes ordinal positions--first, second, third Recognizes weight concepts--heavy, light Recognizes texture concepts--hard, smooth, rough Knows lines for dramatization RESPONSE SKILLS Verbal Skills Speaks lines appropriately in dramatization Motor Skills Produces actions which correspond to lines in dramatization	4. Basic Activity Make the flannelboard set of "The Three Little Pigs" (DARCEE). Use the set with a flannelboard to tell the story to the children. Before beginning the story, introduce each piece of the flannelboard set, establishing clearly what it is. Emphasize the number of pigs and houses, and the types of houses. Tell the story, adding the figures to the board as they are mentioned in the story. Stress the ordinal position words "first," "second," and "third" as you name the pigs and as you introduce each event in the story sequence. At the close of the story, review briefly the major events of the story. Have a brick and small bundles of sticks and straw to show the children. Compare the materials in terms of weight, texture, and strength. Assessment Activity Plan a time for the children to dramatize the story of the Three Pigs. Make three curly tails and paper-bag pig masks for the "pigs" to wear. Use the brick and bundles of sticks and straw. You or a verbal child can be the narrator, with the characters speaking their respective lines. Watch carefully to note how well the actors remember the sequence of the story and their own lines.

UNIT UNDERSTANDING: D. Our homes are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	4. (cont.) Extension Activities a. Dramatize the story at other times, giving different children an opportunity to play a role. b. During daily classroom routines, emphasize ordinal position concepts by using the words "first," "second," and "third" as children move from one activity to another or as children complete an activity or task. Examples: Mary, you are the first person to come to the large group circle; and William, you are the second person to come. Richard, you are the first person to finish eating all your lunch. Shirley, will you be the first person in line to go outside?

UNIT UNDERSTANDING: D. Our homes are different in many ways.

4. Homes are built of different materials.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures, activities at lumber mill, and drawings Isolates objects and activities in pictures and drawings Auditory Skills Listens to discussion ABSTRACTING SKILLS Conceptual Skills Knows wood and its function as a building material Understands sequence of basic steps necessary for production of lumber Recognizes size concepts--long, short; thick, thin Understands sequence of events of trip Association Skills Relates wood with tree Relates lumber with wooden house Relates drawing with events on trip RESPONSE SKILLS Verbal Skills Recalls discussion, events of trip Interprets drawing Uses complete sentences Articulates clearly Motor Skills Draws a picture to represent an object or scene related to the trip	5. Basic Activity If possible, take a trip to a lumber mill. This will be especially interesting to the children if many live in wooden houses. Prepare the children for the trip by reviewing several concepts introduced in the unit Plants: wood comes from trees; the tree trunks are cut into logs; the logs are transported to a lumber mill where they are cut into boards or planks for building houses and furniture, etc. Use appropriate pictures in your discussion. Set very clear standards regarding expected behavior during the trip. Hopefully, the children will have an opportunity to see men at work operating the heavy machinery. Call the children's attention to the fact that the wood comes in various sizes. Keep the visit short and leave before the children get restless. Assessment Activity After returning to school, discuss what was experienced at the lumber mill. Review the sequence of steps in getting the lumber to build a wooden house. Let the children draw pictures of things that they saw on the trip to the lumber mill. Later ask each child to describe his picture to the other children. Praise children for using complete sentences and for speaking clearly.

UNIT UNDERSTANDING: D. Our homes are different in many ways.

5. Homes are different in age.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on film Isolates objects and activities in film Auditory Skills Listens to discussion and film sound track ABSTRACTING SKILLS Conceptual Skills Understands basic sequence of steps necessary for building a house Recognizes ordinal positions--first, second, third Understands sequence of events in film RESPONSE SKILLS Verbal Skills Answers questions concerning contents of film Recalls sequence of steps in building a house	6. Basic Activity Show the children the film The New House and Where It Comes From. Be sure to preview the film before you show it in the classroom so that you are familiar with the film's contents. This is a fairly sophisticated film. You may wish to show the film with no sound, narrating the picture sequence yourself. It is suggested that you show only the portions of the film which are pertinent to the building of a house. Remind the children to pay special attention to the part of the house that is built first, second, etc. Evaluation When the film is over, ask the children what they saw in the film. Ask questions to encourage them to sequence the basic steps in the building of a house.
Constructs a recognizable model of a house using plastic bricks or wooden blocks Reproduces words, melody, and rhythm of song	Extension Activity Give the children plastic bricks and wooden blocks to build homes of their own. The children would probably enjoy learning the song "Let's Build a House" which they can sing as they build.

UNIT UNDERSTANDING: D. Our homes are different in many ways.

6. Homes have different addresses.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on envelopes Auditory Skills Listens to discussion and riddles ABSTRACTING SKILLS Conceptual Skills Knows concept of address and its function Knows own address Knows envelope and its use Understands what to do when lost Association Skills Relates clues in riddle in order to derive answer RESPONSE SKILLS Verbal Skills Identifies own address Answers riddle	7. Basic Activity It is advantageous that children know their complete home address or at least the street name. Plan a short activity focusing on the concept of an address. Explain to the children that an address consists of a certain number (and letters) and a street name. Each different home has a different address. If several children live on the same street, they will each have a different number in their address unless they live in the same home. Move from child to child, asking each to give his address. If a child cannot tell you where he lives, you give the address and ask him to repeat it. Discuss briefly the importance of an address. Show the children some used envelopes to illustrate the function of an address in receiving mail. Discuss the fact that if they ever get lost, someone like a policeman can help them find their home if they can tell the person the address. Evaluation Play a riddle game using street names. Say, "I am thinking of someone (or some children) who lives on (street name). Who could it (they) be?" See how many children can recognize their street and respond.

UNIT UNDERSTANDING: D. Our homes are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	7. (cont.) Extension Activities Plan activities and develop games which will help the children learn their addresses. The following are two suggestions:
a. Reproduces words, melody, and rhythm of song Responds appropriately when name of street is called by teacher	a. Arrange the children's chairs to look like the seats inside a bus. You be the driver. Sing the song "The Bus." Between verses, call a street name where one or more of the children live. These children are to get off the bus until it stops at another street, where they can get back on.
b. Knows and identifies address in role play situation	b. The children can use the telephones to role play mother or father ordering groceries; requesting a repairman for the TV, washer; reporting a lost pet. In all cases, they would need to give an address so the home could be found.

UNIT UNDERSTANDING: E. The outside of a home has many parts.

1. Each part of the outside of the home has a name and a special use.

2. The parts of the area around a home have special names.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on model of house Distinguishes parts of house Auditory Skills Listens to discussion and directions Listens to labels for external parts of house ABSTRACTING SKILLS Conceptual Skills Knows external parts of house--foundation, porch, steps, shutters, rain spout, mailbox, door knob, window sills Knows function of each part Recognizes position concepts--under, over; beside; at the corner, near the edge, etc. Association Skills Relates model of house with real house Relates each external part of house with its label and function RESPONSE SKILLS Verbal Skills Suggests where a part of the house should be located Labels parts of house Describes function of house parts	1. Basic Activity Make additional parts for the model house on the wall, such as a foundation, porch, steps, shutters, rain spout, mailbox, door knob, and window sills. Introduce each part to the children and discuss its function. Ask individual children to show you and/or to describe where they feel each part should be located on the house. Emphasize position words and phrases--under, over, beside, at the corner, near the edge. Involve the children in adding the parts to the new house. Evaluation Play a recognition game naming a part and asking the children to locate it on the model. Then point to a part and ask the children to name it. Include in the game the old as well as the new parts of the house.

UNIT UNDERSTANDING: E. The outside of a home has many parts.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Locates part of house as directed	1. (cont.)
a. Knows and labels parts of the house on the outside of the building	Extension Activities a. When you are outside, look for water spouts and other small details on the buildings near your school.
b. Reproduces words, melody, and rhythm of song Reproduces actions which correspond with words of song	b. Teach the children the "Eency Weency Spider" song. This is a fingerplay that the children will enjoy.

UNIT UNDERSTANDING: E. The outside of a home has many parts.

1. Each part of the outside of the home has a name and a special use.

2. The parts of the area around a home have special names.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on wall display Isolates parts of the mural Detects the new parts which have been added Auditory Skills Listens to discussion and questions Listens to labels for outside parts of house Listens to riddles ABSTRACTING SKILLS Conceptual Skills Knows outside parts of house--fence, garden, flower bed, lawn, sidewalk, garage or carport, driveway, car Knows function of each part Recognizes position concepts Association Skills Relates each part of house with its label and function Relates clues given in riddle in order to derive the answer RESPONSE SKILLS Verbal Skills Suggests a position for new parts Answers riddles Makes riddles for the group to answer Uses complete sentences	2. Basic Activity Make a yard around the model house using construction or butcher paper. Place a fence around the yard. Within the fence, draw a garden, a flower bed area, and a lawn. Make a sidewalk, garage or carport, a driveway, and a car which the children can help add to the mural. Introduce the yard and its parts with a "What's Been Added?" game. Ask the children to point out all the new parts. Provide any labels for the parts which they cannot give. Ask the children for assistance in locating a position for the sidewalk, garage or carport, driveway, and car. Discuss the special function of each addition to the model. Evaluation Play a riddle game about the parts of the outside of the house and the yard. Example: I'm thinking of something that is long and thin. It is attached to the house. It carries water from the roof to the ground. What is it? (rainspout) If the children can answer the riddles with little difficulty, ask individual children to make riddles for the group to answer. Encourage the children to use complete sentences.

UNIT UNDERSTANDING: E. The outside of a home has many parts.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Locates parts of house and yard as directed	2. (cont.)
Knows and labels the parts of various types of houses Compares houses in terms of their parts	Extension Activity Find large pictures of homes which are quite different from the model house--mobile home or trailer, apartment building, ranch-style house. Ask the children to label the different parts of these homes. Compare each picture with the model house to determine which parts are found on both types of homes and which are only found on one. Examples: The model house and the apartment would both have windows, doors, and roofs; but the apartment may not have a garage or carport, a driveway, a porch, and a garden area.

UNIT UNDERSTANDING: E. The outside of a home has many parts.

1. Each part of the outside of the home has a name and a special use.

2. The parts of the area around a home have special names.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures in magazines Isolates the houses in the pictures Distinguishes parts of house in pictures and in model house Discriminates type of construction material in pictured houses Auditory Skills Listens to discussion and directions ABSTRACTING SKILLS Conceptual Skills Knows types of construction materials--brick, stone, cement block, and wood Knows parts of the house and the area around the house Association Skills Relates house in magazine picture with model of house on wall RESPONSE SKILLS Verbal Skills Describes picture Labels parts of house Motor Skills Manipulates scissors appropriately Locates part in model house which corresponds with the same part in magazine picture	3. Basic Activity Make a collection of magazines which contain pictures of homes. Give each child a magazine and scissors to find and cut out pictures of houses and yards. Review the different kinds of construction materials by asking a small group of children or individual children to find a certain kind of house. Evaluation As the children are cutting the magazine pictures, watch closely to assess how well each child can manipulate his scissors. When every child has found and cut at least one picture, collect the magazines and scissors. Ask each child to tell the group about one of the pictures he has found. Note which parts of the house the child can label. As a child labels a part, you might ask him to find the corresponding part on the model house on the wall.

UNIT UNDERSTANDING: E. The outside of a home has many parts.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	3. (cont.) Extension Activities The magazine pictures can be used for additional skill development activities:
a. Discriminates, recognizes, and identifies likenesses and differences between two houses in construction material, color, size, shape, parts	a. Likeness and Difference: Ask each child to compare the house in his picture with the model house on the wall to see how they are alike and different in construction material, color, size, shape, parts, etc.
b. Comprehends classes of houses--those made of brick, wood, stone, cement block, combination of materials	b. Classification: Involve the children in sorting the pictures of houses according to construction material--brick, wood, stone, cement block, combinations of materials.

UNIT UNDERSTANDING: F. The inside of most homes is divided into different parts.

1. Most parts or sections of a home are called rooms.
2. Some homes have a part called an attic which is at the top of the house, under the roof.
3. Some homes have a part called a cellar or basement which is under the foundation.
4. Most homes have small rooms with no windows called closets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on picture Isolates rooms of house in picture Isolates each room when counting Auditory Skills Listens to discussion Listens to labels for rooms and position concepts during game ABSTRACTING SKILLS Conceptual Skills Knows house Knows parts of the house--rooms, floors Recognizes number concepts--sets one to ten Recognizes position concepts Recognizes ordinal position concepts--first, second, third Association Skills Relates each room with its label Relates position concepts with their labels	1. Basic Activity Find a large, colorful picture which illustrates the inside of a home (The Rabbit Family's House in Best Word Book Ever). Display the picture where all the children can see it. Point out the fact that the home is divided into parts or sections, called rooms. Ask the children to count the number of rooms they can find in the home in the picture. Name a specific room of the home, and ask if someone can point to that room on the picture. When a child finds the named room, encourage him to verbalize why he selected that particular one. Continue this procedure until all the rooms have been located. Discuss how the rooms are arranged--on one floor, two floors, or three floors. If there is more than one floor in the home, emphasize that the bottom story is called the first floor; the next floor above the first is called the second floor, etc. Evaluation Play a quick labeling game with the picture. Point to a room and ask a child to name it. When all the rooms have been labeled, you may want to play a position game if the children are quite familiar with

UNIT UNDERSTANDING: F. The inside of most homes is divided into different parts.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Counts rooms one by one Gives reason for selecting a certain room when given label for room Labels room pointed out by teacher Motor Skills Points to room labeled by teacher Points to room when the teacher describes its position in the house	1. (cont.) the room names. Give each child a direction to point to a room which is in a particular position. Examples: Find a room on the first floor. Find a room beside the bathroom. Find a room between the living room and the kitchen. Find a room to the right of the bathroom. As each child finds the correct room, ask him to label the room.
Constructs, with other children, a model house Verbalizes in dramatic play with dolls and model house	Extension Activity The children would probably enjoy making their own model doll house. The following materials are suggested: cartons--equal-sized; one for each room wall paper samples--use to cover walls of some rooms tempera paint--use to paint furniture, outside of house, and perhaps, some inside walls rug samples--use to carpet some rooms tagboard, towel rolls, egg cartons--use to make furniture material scraps--use for curtains, tablecloths, bedding, furniture covers. The children could be divided into groups according to the room they wish to make. When the insides of rooms have been completed, the cartons can be joined together with a strong glue. Then the outside of the house could be painted. A set of small dolls could be added to encourage dramatic play with the doll house during the remainder of the unit.

UNIT UNDERSTANDING: F. The inside of most homes is divided into different parts.

1. Most parts or sections of a home are called rooms.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on flannelboard materials Isolates flannel characters and objects Discriminates likenesses and differences in color and size among flannel pieces Scans flannelboard from left to right and from top to bottom Auditory Skills Listens to discussion, story, and questions ABSTRACTING SKILLS Conceptual Skills Knows parts of the house Knows characters and objects in story Recognizes color concepts--orange, green, yellow Recognizes size concepts--large, big; middle-size; small, little Understands sequence of events in story Recognizes ordinal position words--first, second, third Association Skills Relates large orange objects with Papa Bear, middle-size green objects with Mama Bear, small yellow objects with Baby Bear RESPONSE SKILLS Verbal Skills Answers questions concerning story Recalls order of events in story	2. Basic Activity Make the flannelboard story set of "The Three Bears" (DARCEE). Begin your activity by introducing your felt figures and establishing their identity. In order to emphasize the color and size concepts, it is suggested that you arrange the felt objects on the board in the following way: Introduce each bear and place the bears in a column along the left side of the flannelboard, with the largest bear at the top and the smallest at the bottom. Introduce the bowls and order them in a column from largest to smallest, to the right of the corresponding bear. Use the same procedure with the chairs and beds. When you are finished, Papa Bear and his large orange objects will be in a row across the board. In the row under Papa will be Mama Bear with her middle-size green objects. In the row under Mama will be Baby Bear with his small yellow objects. Remove all the felt figures from the board. Tell the story, adding and moving the felt figures as the story progresses. Evaluation When you have finished the story, review the major events with the children. To help them reconstruct the order of events, ask them questions. Use the ordinal position words where appropriate. Examples: What was the first thing that happened in the story? What happened second, after Mama Bear made the porridge?

UNIT UNDERSTANDING: F. The inside of most homes is divided into different parts.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Identifies rooms in the Three Bears' house Suggests rooms not in house	2. (cont.) Ask the children to identify the rooms in the Three Bears' house. Then ask what rooms were not mentioned in the story.
	Extension Activities
a. Produces picture of house or event in story	a. Give each child paper and paint or crayons to draw or paint the Three Bears' house or an event in the story.
b. Orders bears and objects from largest to smallest and smallest to largest moving from left to right and from top to bottom	b. Use the flannelboard set for an activity to develop size concepts. Ask the children to order the bears, bowls, chairs, and beds from largest to smallest, smallest to largest; moving from left to right and from top to bottom.
c. Arranges flannel characters and objects in order to portray events of story as it is read by teacher	c. Read the story of "The Three Bears" from a book. Ask a child to manipulate the felt figures on the flannelboard as you read the story. Several children could take turns doing this as you read. Note how well each child synchronizes his movement of the figures with the events of the story.
d. Verbalizes in dramatization of story Produces action appropriate to story events	d. Dramatize the story of "The Three Bears." The following props are suggested: apron for Mama Bear, necktie for Papa Bear, three bowls (mixing bowls of three sizes), three spoons (serving spoon, soup spoon, teaspoon), three chairs (teacher's chair, child's chair with pillow, child's rocking chair), three different sizes of blankets or towels for beds.

UNIT UNDERSTANDING: F. The inside of most homes is divided into different parts.

2. Some homes have a part called an attic which is at the top of the house, under the roof.

3. Some homes have a part called a cellar or basement which is under the foundation.

4. Most homes have small rooms with no windows called closets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on book's pictures Isolates objects and activities in pictures Isolates each word or picture when counting Auditory Skills Listens to discussion and story Listens to review questions concerning story ABSTRACTING SKILLS Conceptual Skills Knows house and parts of house Knows areas in the house which are appropriately used for storage Knows objects which might be stored Understands contents and sequence of events in story Recognizes number concepts--sets one to ten Association Skills Relates storage areas with their labels Relates word for or picture of object with object in story	3. Basic Activity Ask the children to name places in a home where you can store objects when they are not being used--shelf, drawer, cupboard, closet, attic, basement. Discuss each appropriate suggestion which is given; then supply any names of places which are not mentioned by the children. Place emphasis on the closet, attic, and basement which are parts of many homes. Ask the children to locate any closets which may be in your classroom. Encourage the children to suggest objects which might be stored in these areas of the home. Discuss the fact that attics and basements are not always used only for storage. Many families use them for a recreation room or play area. Read a fun story about an attic (Ted and Nina Have a Happy Rainy Day, Becky in Grandmother's Day). Assessment Activity At a later time, review the story with the children. Ask questions which will guide them in remembering the story contents and in reconstructing the order of events. Challenge the children to recall the names of all the objects in the storybook attic. As the

UNIT UNDERSTANDING: F. The inside of most homes is divided into different parts.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Suggests objects which might be stored Recalls contents and sequence of events in story Names objects in storybook attic without visual cues Counts words or pictures on list Motor Skills Points out closets in classroom	3. (cont.) children name the objects, make a list of the words for the objects or draw a picture of each one. Have the children count the words or pictures or determine how many objects they could remember.
Participates in dramatic play centered around "make-believe" attic	Extension Activity On a rainy day when the children cannot play outdoors, organize a "make-believe" activity. Encourage the children to pretend their classroom is an old attic where clothes, dolls, games, and dishes are stored. Divide the classroom into areas for dress-up clothes, housekeeping, table games, and doll play.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

1. The living room contains certain objects used for particular activities.
2. The kitchen contains certain objects used for particular activities.
3. The bedroom contains certain objects used for particular activities.
4. The bathroom contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on doll house furniture or pictures Auditory Skills Listens to discussion and questions ABSTRACTING SKILLS Conceptual Skills Knows pieces of living room furniture and the function of each Knows activities which take place in living room Association Skills Relates certain pieces of furniture and activities with the living room RESPONSE SKILLS Verbal Skills Suggests what might be found in a living room Labels pieces of furniture Describes function of pieces of furniture	1. Basic Activity Introduce a discussion of the living room. Ask the children what they would expect to find in a living room. Show the children doll house furniture or pictures of pieces of furniture in the house which include many pieces of living room furniture (PLDK Stimulus Cards). Ask the children to select and identify the living room furniture. Ask other children to describe the function of each. Some objects that may be included are sofa, chairs, tables, radio, television, telephones, and lamps. Ask the children to name something in the living room that feels soft; something that feels hard; something that you listen to; something that you sit on. Evaluation Ask each child to name one piece of living room furniture or one activity which might take place in the living room.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Answers questions concerning living room furniture Names an activity which might take place in living room Motor Skills Selects models or pictures of living room furniture	1. (cont.)
a. Suggests objects in room which could be used as "pretend" living room furniture Dramatizes living room activities in role play situation	Extension Activities a. Have the children "make" a living room in your classroom. Involve them in solving some problems--you have no sofa, easy chair, TV, table and lamps. Ask them what you could use for "pretend" furniture (three chairs covered by a blanket for a sofa, a carton for the TV, etc.) When all the furniture has been created and arranged, bring out the dress-up clothes and encourage the children to role play different living room activities --watching TV, reading magazines and books, playing games, visiting with friends, sewing, talking on the telephone. b. A story time activity is one that may take place in the living room. Read a book to the children. Introduce the activity by saying: "Sometimes, adults read to children in the living room." "Let's pretend we are in our living room now and I'm going to read to you."

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

1. The living room contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on telephone Distinguishes parts of telephone Auditory Skills Listens to discussion and phone conversations ABSTRACTING SKILLS Conceptual Skills Knows phone and its use Knows parts of the phone RESPONSE SKILLS Verbal Skills Converses on telephone in role play situation Motor Skills Handles telephone appropriately	2. Basic Activity Try to locate a few real telephones which may be available from the local telephone company from their discarded or returned telephones. If this is not possible, use toy telephones. Introduce the telephone to the children. Discuss the parts of the receiver--the end that you put to your ear, and the end that you speak into. Dial a number so that the children can see how this is done. Give a child a telephone and take one yourself. Pretend you are calling that child, and encourage him to carry on a conversation with you. Then give the telephones to two other children. Let a few children role play a conversation in front of the group; then be sure to give the rest a turn to call someone. Evaluation Notice the children's ability to pretend, role play, and to verbalize. Notice also their usage of the telephone. Extension Activity You might set up one area of the room with several telephones which the children can use during selected or free-choice activity periods.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

2. The kitchen contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on story's pictures Isolates objects in pictures Auditory Skills Listens to story, discussion, and questions ABSTRACTING SKILLS Conceptual Skills Knows kitchen and objects in kitchen Understands sequence of events of story Association Skills Relates picture in book with event in the story Relates certain objects with the kitchen RESPONSE SKILLS Verbal Skills Names room in which the Little Red Hen baked her bread Names objects in picture of kitchen without visual aids Recalls sequence of events in story	3. Basic Activity Read the children the story of "The Little Red Hen." Evaluation After reading the story, show the pictures in the book and encourage the children to review the sequence of story events. Then ask where the Little Red Hen was in her house when she baked her bread. Ask which objects they can remember seeing in the pictures of her kitchen. When they have named objects they can remember, refer back to the pictures for anything not mentioned.
Suggests activities which take place in the kitchen and the objects or materials needed for these activities	Extension Activity Review the fact that Little Red Hen bakes bread in her kitchen. Suggest that she probably does many other things in her kitchen. Ask each child to name something he thinks Little Red Hen might do in

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	3. (cont.) her kitchen. Ask each child to identify the objects or materials she would need for the activity. Note carefully how much the children know about activities and objects which are usually located in the kitchen.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

2. The kitchen contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on stove, cooking utensils, pictures or models of food, and play dough or clay Distinguishes parts of stove Isolates specific foods and cooking utensils Auditory Skills Listens to discussion and questions Listens to labels for parts of stove and for pots and pans ABSTRACTING SKILLS Conceptual Skills Knows stove and its parts Understands that foods are cooked both on the top of the stove and inside the stove Knows pots and pans Knows foods Recognizes position concepts--on, on top of; inside Association Skills Relates stove with kitchen Relates parts of stove with their labels Relates food with pot or pan in which it should be cooked Relates food with where on stove it should be cooked RESPONSE SKILLS Verbal Skills Guesses what is under the sheet Answers questions concerning stove	4. Basic Activity Plan a surprise activity using the model stove in the housekeeping center. (If you do not have one, take the children into the school kitchen and adapt this activity for use with a real stove.) Have the model stove covered with a sheet when the children come to school. Encourage the children to "guess" what is under the sheet. Plan for the "unveiling" to take place during an activity period early in the day, and explain to the children exactly when they will see what is under the sheet. Example: We'll find out what is under the sheet right after snack. When the stove is "unveiled" and identified, ask whether it is real or pretend. Ask how it is different from a real stove. Talk about the parts of a stove. Mention the different kinds of stoves (electric, gas, wood). Discuss the fact that we cook foods in different ways. Examples: We usually cook soup, beans, coffee, stew, and eggs on the top part of the stove. We bake cookies, cakes, and roast meat in the oven part of the stove. Introduce the different pots and pans which are used on top of a stove and in the oven. Have a small collection of pictures or models of foods which have been cooked in the different pots and pans--frying pan, sauce pan, kettle, cake pan, cookie sheet. Make sure the children can identify all

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Labels foods and stove parts Suggests a food, where on the stove it should be cooked, and which pot or pan should be used Verbalizes in role play situation Motor Skills Dramatizes cooking activities in role play situation Manipulates clay or play dough and cooking utensils appropriately	4. (cont.) the foods. Then involve them in deciding which pot or pan would be used to cook each food. If time permits, ask the children to suggest a food and help decide where on the stove you would cook it and what pot or pan you would use. Assessment Activity Plan times when small groups of children can take turns pretending to cook food using the stove. (The other children can be involved in independent activities.) Clay or play dough could be provided for the "cooking material." The children will need pots and pans; knives; forks, spoons, rolling pins, spatulas; a table for a work surface; and perhaps aprons. Notice how the children use the stove and cooking utensils. Encourage the children to talk as they play. Stimulate dramatic play by asking questions about what they are cooking or by offering suggestions of what they might cook. You may need to model dramatic play for those children who have difficulty pretending.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

2. The kitchen contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on potatoes and cooking utensils Discriminates likenesses and differences in appearance among potatoes which have been baked, fried, and boiled Auditory Skills Listens to questions, discussion, and directions Listens to labels for different forms of potatoes Taste-Olfactory Skills Discriminates likenesses and differences among the tastes of the potatoes ABSTRACTING SKILLS Conceptual Skills Knows potato and methods of cooking potatoes Knows cooking utensils and cooking liquids Knows stove and its parts Recognizes position concepts--on, on top of; inside Understands basic sequence of steps necessary to bake, fry, and boil potatoes Association Skills Relates method of cooking with its label Relates oil with frying and water with boiling	5. Basic Activity Introduce the concepts of bake, fry, and boil using white potatoes. Bring several potatoes into the room. Ask the children if they can tell you what it is necessary to do before eating the potato. See if they can tell you ways that you could cook the potatoes. Suggest frying, baking, or boiling if these are not suggested by the children. If possible, have the utensils for preparing the potatoes right in the classroom. Boiled potatoes could be cubed and buttered or mashed. Fried potatoes could be in the form of French fries or hashed browns. Emphasize the differences in the three methods. Example: Oil was used for frying and water for boiling; baking was done inside the oven; and the frying and boiling occurred on top of the stove in a pan and a pot. Once the potatoes have cooked, let the children taste the different kinds. Assessment Activity Ask the children to name foods or select pictures of foods which are (1) fried in a frying pan on top of the stove; (2) boiled in a pot of water on top of the stove; (3) baked in the oven.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Association Skills (cont.) Relates cooking method with where it occurs in relation to the stove Classification Skills Comprehends classes of foods--those which are baked, fried, boiled RESPONSE SKILLS Verbal Skills Suggests how potato must be prepared before it is eaten Labels methods of cooking potatoes Labels foods which are baked, fried, and boiled Motor Skills Tastes the different kinds of cooked potatoes	5. (cont.)
Knows and labels foods, their ingredients, appliances, cooking utensils, pots, pans, and methods of cooking Recognizes and identifies motion concepts--beat, mix, stir, grate, chop, peel, scrape	Extension Activities During the unit, plan cooking activities in which small groups of children can make different foods for lunch--jello, cakes, soup, sandwiches, slaw, etc. In each activity, make sure the children know the names of all the ingredients, appliances, cooking utensils, and pots and pans used. Stress the action words such as beat, mix, stir, grate, chop, peel, scrape.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

2. The kitchen contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on refrigerator, ice cubes, and pictures Detects changes in ice cubes Auditory Skills Listens to discussion ABSTRACTING SKILLS Conceptual Skills Knows refrigerator and its parts Recognizes temperature concepts--cold Understands concepts of freeze and melt Knows foods Knows where specific foods should be stored Association Skills Relates refrigerator with kitchen Relates certain foods with refrigeration Classification Skills Comprehends classes of food--those which are stored in the refrigerator and those which are not RESPONSE SKILLS Verbal Skills Suggests foods which must be frozen Predicts what would happen to ice cream and popsicles if not kept frozen Labels foods	6. Basic Activity In the same way that you used the model stove, plan activities using the refrigerator. Ask the children if they know a refrigerator has different parts for different foods. Explain that some foods have to be kept cold--eggs, milk, cheese, some vegetables, fruits, cold drinks, and meat. Explain that some foods must be kept very, very cold. These are called frozen foods. Can they guess what foods these might be? Explain that ice cream, popsicles, and ice are foods that are frozen. If they are not kept very cold, they will melt. Bring an ice cube into the room to let it melt. Discuss what happens to the ice and why it changes. Then ask what they think would happen to ice cream and popsicles if they were not kept in the freezer of the refrigerator. Assessment Activity Play a classification game with pictures of foods (PLDK Cards) that are kept in the refrigerator and those which are not. Have the children take turns identifying a food and telling where it is stored. Have the children place pictures of refrigerated foods in the model refrigerator and those which are not refrigerated on a table or shelf.

UNIT UNDERSTANDING: C. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Describes where various foods should be stored Motor Skills Places picture of food in model refrigerator, on table or shelf as appropriate	6. (cont.)
a. Knows foods and where they should be stored	Extension Activities a. If possible, provide a set of artificial fruits and vegetables for the children to put in the housekeeping center. Collect empty cartons of milk, cheese, eggs, bacon, butter, etc., that can be used with the model refrigerator. Notice the children who are able to place the food correctly.
b. Isolates pictures of food in magazines Manipulates scissors appropriately Understands that some foods must be cooled and some must be frozen Labels foods and where they should be stored in the refrigerator	b. Draw the outline of a refrigerator on a large sheet of newsprint or chart paper. Divide the refrigerator into two sections--the freezing unit and the cooling area. Draw some lines for shelves in the cooling area. Attach the refrigerator to the wall. Give the children magazines and scissors to find pictures of foods kept in the refrigerator. As the children find and cut their pictures, they can bring them to the wall chart where you can ask them to name the food and to decide where in the refrigerator it would be stored. Assist them in pasting the food pictures on the refrigerator chart.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

2. The kitchen contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on sink, cabinet, pots, pans, dishes, silverware, cleaning materials, and foods Distinguishes parts of sink and cabinet Isolates objects in cabinet Auditory Skills Listens to discussion, questions, and directions Listens to labels for sink, cabinet, and the parts of each ABSTRACTING SKILLS Conceptual Skills Knows sink, cabinet, and the parts of each Knows kitchen objects--pots and pans, dishes, silverware, cleaning materials, and foods Knows uses of the sink and cabinet Understands that kitchen objects which are similar are stored together Association Skills Relates sink, cabinet, and the parts of each with their labels Relates sink and cabinet with kitchen Classification Skills Comprehends classes of objects in kitchen--silverware, dishes, cooking utensils, cleaning materials, and foods	7. Basic Activity Plan an activity on the function of a sink and a cabinet or a combination sink-cabinet. You could use the real objects in the school kitchen or model furniture in your housekeeping center. Have dishes, pots and pans, soap, dish drainer, dish cloth, sponge, and dish towel for demonstrating the use of the sink. Inside of the real or model cabinet, place appropriate objects organized by category--silverware, pots, pans, dishes, canned foods, dried foods (rice, beans, macaroni, cereal, crackers, cookies), cleaning supplies. Introduce the sink by asking the children to identify it and all its parts and all the uses of a sink--cleaning fresh foods, washing dishes, washing clothes, washing hair. Then focus on the cabinet. Label the cabinet and its parts, and ask why we need cabinets. Ask the children what might be found in a kitchen cabinet. Then open the cabinet and discuss what is inside and how the objects are organized. Ask the children to identify each object and the category or class name. Example: Forks, knives, and spoons are silverware. Before closing the cabinet, stress the fact that you are going to make sure that everything is in its place and that objects which are similar are together. It is

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels sink and cabinet, their parts, and their uses Suggests what might be stored in a kitchen cabinet Labels objects stored in cabinet Identifies classes of objects Motor Skills Sorts kitchen objects and utensils into appropriate categories--silverware, dishes, pots and pans, food, cleaning materials, etc.	7. (cont.) important that the children see the objects in groups so that they learn that there is a place for everything and everything belongs in its place when you are finished using it. They will quickly learn that these organizing procedures will help them find materials when they want to play with them again. Assessment Activity Place an array of dishes, dried foods, canned foods, pots and pans, cleaning materials, and silverware in random order on a table. Place another table beside the one covered with objects, and pretend that this empty table is a large shelf in a cabinet. Ask the children to arrange the objects in groups on the shelf. If this is difficult for the children, give them assistance. You could designate a certain spot for dishes and have them select the dishes and arrange them in an orderly way. Then proceed to the silverware, pots and pans, canned foods, and dried foods, cleaning materials.
a. Arranges a number of place settings by including a plate, knife, fork, and spoon in each Determines the number of place settings which include all four objects	Extension Activities Use the kitchen materials for number games. a. Pretend that you want to invite some friends for dinner. Explain that each person will need a plate, knife, fork, and spoon. You don't know how many friends to invite because you don't know how many place settings you have.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	7. (cont.) Involve the children in placing the sets of plates, knives, forks, and spoons in one-to-one correspondence to determine how many complete place settings you have.
b. Recognizes, identifies, and reproduces sets one to ten	b. Use these groups of kitchen materials for recognizing, identifying, and making number sets.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

2. The kitchen contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on items in kitchen Isolates specific pieces of kitchen furniture and equipment Auditory Skills Listens to discussion and standards ABSTRACTING SKILLS Conceptual Skills Knows pieces of furniture and equipment in kitchen area Knows standards for playing in the kitchen Knows activities which take place in the kitchen and the objects or materials needed for these activities Knows basic steps in storing, preparing, serving, and cleaning up after a meal Association Skills Relates certain objects and activities with the kitchen Relates certain objects with specific kitchen activities Classification Skills Comprehends classes of objects in kitchen--cooking utensils, dishes, silverware, cleaning materials, foods, pots and pans	8. Basic Activity Now that you have introduced all the basic kitchen furniture and equipment, set up the entire kitchen or housekeeping center for role play. Suggested materials to be included in the kitchen are: stove, sink, refrigerator, dishes, pots and pans, cooking utensils, food containers, food models, play iron and ironing board, dishpan (with water), dish towel, sponge, soap, broom, duster, dust pan. Provide one large block or several small blocks of time when the children, in groups of five or six, can take turns using the kitchen area. Organize materials in other areas of the room where children not in the kitchen can work independently or with another adult. At the beginning of the activity, show all the children the materials in the kitchen area, having the children identify each object. Ask the children to recall the standards for playing in the kitchen. Explain that they will all have an opportunity to play in the kitchen, but that it will be necessary to take turns. Announce the groups and the order the groups will use the kitchen. Explain that as one group plays in the kitchen, the other children can select another activity area in the room where they can work independently. Evaluation During this activity period, spend as much time as possible observing the children in the kitchen area.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels kitchen furniture and equipment Recalls standards for playing in kitchen Verbalizes in role play situation Motor Skills Dramatizes kitchen activities in role play situation	8. (cont.) Notice how the children play in the kitchen. Observe which children do and do not demonstrate an understanding of (1) the use of the equipment in the kitchen, (2) how to store, prepare, and serve different foods. Interact with the children while they play. Encourage them to role play with each other. You might suggest that they pretend to prepare and serve a meal, and then wash the dishes and clean the kitchen.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

2. The kitchen contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on kitchen objects Isolates each object Discriminates likenesses and differences among objects in terms of form, color, size, shape, position, and part Auditory Skills Listens to directions and discussion ABSTRACTING SKILLS Conceptual Skills Knows objects Understands concepts of alike and different Recognizes color concepts Recognizes size concepts--big, little; large, small Recognizes shape concepts Recognizes position concepts Association Skills Relates each object with its label Relates certain objects with kitchen RESPONSE SKILLS Verbal Skills Labels objects Identifies which two objects are alike and which one is different in a set of three objects Identifies how one object differs from the other two	9. Basic Activity Plan a likeness and difference activity using kitchen utensils, dishes, silverware, and pots and pans. Collect many sets of objects (two alike and one different) to represent a variety of differences. Some examples would be: a. Object or form difference: two spoons, one fork two bowls, one plate two glasses, one cup b. Color difference: two blue plates, one tan two red cups, one blue c. Size difference: two tablespoons, one teaspoon two small bowls, one large bowl d. Shape difference: two round bowls, one rectangular bowl e. Position difference: three knives, one of them upside down three bowls, one of them upside down three spoons, two vertical and one horizontal f. Part difference: two cups with handles, one with handle broken off Make sure the children know the names of all the objects you have selected.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Selects the different object and the like objects	9. (cont.) Place the first set of objects in front of the children. Ask them to find or identify the "one that is different," the "ones that are the same," or "alike," and the reason the "different" one is not like the other two. Continue with the other sets of objects. Evaluation Note carefully which children can and cannot discriminate and identify the "different" object and which types of differences (shape, position) are most difficult for the children. Plan similar activities for children who have difficulty.
a. Knows and labels foods Identifies where foods should be stored	Extension Activities Other games can be played with kitchen objects. A very versatile material would be a spinner board. Cut a large circle from a sheet of cardboard. Divide the circle into about 12 wedges by drawing lines from the center to the edge. Make a cardboard arrow for the spinner and secure it in the center of your circle with a brad. Locate small pictures of foods and kitchen objects (lotto game cards or magazine pictures) which can be secured to each wedge with a curl of masking tape. A few ideas for using this game are: a. Place on the circle pictures of foods--some fresh; some in cans, bags, or boxes; some frozen. Have the child spin the arrow, identify the object, and tell

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	9. (cont.) where that food would be stored in the kitchen--refrigerator, cupboard, etc.
b. Relates, selects, and labels objects which go together Identifies logical relationship between two objects	b. Play an association-classification game. Collect pictures of twelve pairs of objects that go together or are used together (cup-saucer, pot-pan, milk-glass, fork-knife, table-chair, etc.). Place <u>one</u> picture of <u>each</u> pair (cup) on the board and the other (saucer) on the table. Have the child spin the arrow, identify the object, and find a picture on the table of something that goes with the object designated on the board. Be sure you ask the child the reason for his particular choice. Any choice is correct if the child can identify a <u>logical</u> relationship between the objects. For example, a child might select a pot to go with a spoon because "they are both metal."
c. Comprehends and identifies classes of foods--fruits and vegetables	c. Classify fruits and vegetables. Place pictures of fruits and vegetables on the board. Have the child spin the arrow, identify the food, and tell whether it is a fruit or a vegetable.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

2. The kitchen contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on kitchen utensils and on pretend statements Isolates each utensil Distinguishes parts of each utensil Discriminates the colors and shapes of the utensils Auditory Skills Listens to discussion, questions, and directions Listens to sounds made by utensils Tactile-Kinesthetic Skills Discriminates among the textures of the utensils ABSTRACTING SKILLS Conceptual Skills Knows kitchen utensils and the function of each Knows parts of each utensil Recognizes color, shape, texture, and motion concepts Association Skills Relates each kitchen utensil with its label and function Relates each utensil with the kitchen Classification Skills Comprehends a class of objects--kitchen utensils	10. Basic Activity Make a collection of real kitchen utensils--grater, peeler, pastry blender, meat thermometer, mixing spoon, measuring cups, egg beater, flour sifter--and place them in an open box or dish pan. Present one at a time to the children, reviewing and discussing its name and function(s). Demonstrate the use of any unfamiliar object. Select one object and challenge the children to tell as much as possible about it--name, parts, motion(s), color(s), shape(s), function(s), texture(s), sound. Encourage them to state their descriptions in complete sentences. It is suggested that you print their descriptions on a chart so that they can count how many statements they are able to make. If they fail to mention aspects of the object, ask direct questions. Examples: What shape is this object? What is in the middle of the object? Assessment Activity If there are two adults in the classroom, divide the children into two teams and assign one team to each adult. Give the two teams identical objects, such as egg beaters, and challenge each team to make as many statements about the object as possible. Set a time limit for the children to make their statements to the adult, who will record their descriptions on a tablet.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels kitchen utensils Describes each utensil in terms of its parts, colors, shapes, functions, textures, and the motions and sounds it produces Uses complete sentences Counts tallies	10. (cont.) At the end of the allotted time period, join the teams to share their statements. As the adults read the lists, a child can keep a tally for each team on the chalkboard or chart paper. Have the children count the tallies for each team to establish the winning team. Extension Activity This game can be played frequently during the year. It is an excellent language development activity and is a good evaluation technique to tell you how many basic concepts the children are using and identifying. If you have no other adult to assist you, play the game with the large group of children. Keep records of their statements so that you can challenge them with their score from each previous game they have played.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

3. The bedroom contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Isolates objects in pictures Auditory Skills Listens to discussion and directions ABSTRACTING SKILLS Conceptual Skills Knows rooms in house and the activities which occur in these rooms Knows bedroom and its uses Knows bedroom furniture and storage places Knows what storage places might contain Association Skills Relates certain furniture and activities with bedroom Relates certain objects with appropriate storage places Classification Skills Comprehends a class of objects--those which belong in a bedroom RESPONSE SKILLS Verbal Skills Labels rooms in house and the activities which occur in these rooms Labels storage places in bedroom Labels pictured objects Motor Skills Places pictured object in appropriate bag	11. Basic Activity Review the fact that you have been spending much time talking about the living room and kitchen. Ask the children to name other rooms in a home and to tell what activities occur in these rooms. Show the children a picture of a bedroom, preferably a child's room similar to a room your children might have at home. Discuss the functions of a bedroom in general and each piece of furniture in particular. Ask the children to identify all the possible storage places in a bedroom--closet, chest of drawers, dresser or bureau drawers, toy chest, wardrobe, night stand drawer. With each piece of furniture and the closet, discuss what might be stored inside. Assessment Activity Decorate the fronts of three paper bags--one with a picture of a chest of drawers, one with a toy box, one with a closet door or a wardrobe. Place pictures of clothing and toys (PLDK Stimulus Cards) in another bag or a box. Have the children take turns selecting a picture, identifying the object, and placing the picture in the appropriate bag which indicates where that object most likely would be stored.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by family members for certain activities.

4. The bathroom contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on drawing, pictures, and pantomimes Isolates objects and activities in pictures Discriminates among motions Auditory Skills Listens to discussion and questions Listens to words of song Discriminates melody and rhythm of song ABSTRACTING SKILLS Conceptual Skills Knows bathroom, its furniture, and objects Knows activities which occur in bathroom Understands ways in which school bathroom and home bathroom are alike and different Knows words, melody, and rhythm of song Knows actions to song Association Skills Relates bathroom objects and furniture with their labels Relates certain objects and activities with bathroom Relates health or grooming actions with words in song Classification Skills Comprehends a class of objects--those which belong in the bathroom	12. Basic Activity Ask the children to describe your school bathroom(s) in every detail so that you can draw a picture of it on easel paper or the chalkboard. Draw the outline of the room and the door. Encourage the children to tell you what objects to draw inside and exactly where to place them. When the picture is finished, ask the children to put on their "thinking caps" and think about how the school bathroom and their bathrooms at home are the same and how they are different. Have available pictures of bathroom furniture and objects (PLDK Stimulus Cards) so that you can show other objects in home bathrooms which are not found at school. After the children have shared the physical likenesses and differences, discuss the functions of a school bathroom. Then ask the children all the ways a bathroom at home is used. Focus on the health, cleanliness, and grooming activities which take place in the bathroom. Show pictures (Teaching Pictures--Health and Cleanliness) as you discuss each activity. Assessment Activity Pantomime different health and grooming activities (brushing teeth, combing hair, washing face, bathing) and see if the children can identify each action. Sing the action song "This Is the Way" (tune: "The Mulberry Bush"). In each verse, supply one of the

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Describes school bathroom Labels objects which belong in bathroom Identifies ways in which school bathroom and home bathroom are alike and different Labels activities which occur in bathroom Reproduces words, melody, and rhythm of song Identifies action being pantomimed Motor Skills Pantomimes health or grooming action	12. (cont.) actions you have just pantomimed. Ask different children to be the leader who initiates the action for each verse.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

1. The living room contains certain objects used for particular activities.

2. The kitchen contains certain objects used for particular activities.

3. The bedroom contains certain objects used for particular activities.

4. The bathroom contains certain objects used for particular activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on the ingredients and procedure for making popcorn Auditory Skills Listens to directions for game Discriminates among sounds made by teacher ABSTRACTING SKILLS Conceptual Skills Knows source of sounds produced by teacher Knows sounds characteristically heard at home Association Skills Relates sound with its source RESPONSE SKILLS Verbal Skills Describes sounds made by teacher Identifies source of each sound Recalls all sounds made during activity Labels sounds heard at home	13. Basic Activity Play the game "What Sound Is This?" Collect household objects that you can use to make common indoor sounds--hitting a pot and pan together, pouring water, chopping a carrot, ringing a buzzer, hitting a glass, crumpling a paper bag, beating with an egg beater, shaking beans in a jar, popping popcorn. Arrange your equipment on a table and conceal it from the children by using a screen or divider. Organize the children for the game and prepare them to use their "listening ears." As you produce a sound, ask the children to describe the sound or try to guess what is making the sound. After they identify the sound, or, even if they cannot guess correctly, show them how you made the sound. If it is possible to make the popcorn, save this sound for last. Make enough for all to have a taste and let the children participate in the whole process of popping, buttering, and salting the corn.

UNIT UNDERSTANDING: G. The rooms of a home contain many objects which are used by the family members for certain activities.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	13. (cont.) Evaluation Ask the children to recall all the sounds that you had made. See if they can name other sounds they hear at home--talking, TV, radio, telephone ring, door bell, dog barking.

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

1. All the objects which we wear are called clothes.
2. All the home objects which we can move around, sit on, lie on, or place things on are called furniture.
3. Objects which we eat are called foods.
4. Objects that we play with are called toys.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Auditory Skills Listens to directions, discussion, and questions Listens to labels for objects Listens to label for each of the four classes of objects ABSTRACTING SKILLS Conceptual Skills Knows articles of clothing, furniture, foods, toys Association Skills Relates certain common characteristics to formulate a definition of a class of objects Classification Skills Comprehends four classes of objects--clothing, furniture, foods, and toys RESPONSE SKILLS Verbal Skills Labels objects Identifies class of objects Identifies common characteristics of each class of objects	1. Basic Activity Collect an assortment of pictures of clothing, furniture, foods, and toys (magazine pictures or PLDK Stimulus Cards). Include at least ten pictures for each category. Explain to the children that you are going to work with four groups of objects found in the home. Display four pictures of foods on a chalk tray or card holder, and ask the children to label each picture. Then ask them the name for all the pictures or the name of this group of objects (foods). Continue this procedure with four pictures of toys, then clothing, then furniture. Discuss the fact that the objects which are members of each group are alike in some way. Encourage the children to formulate a simple definition for each of the four classes or groups by asking questions. Examples: What is alike about all toys? (You play with them.) What is alike about all foods? (You can eat them.) What is alike about all objects called clothes? (You wear them.) What is alike about all objects called furniture? (They are the objects in a home which you sit on, lie

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Counts out eight pictures Motor Skills Selects pictures for display in front of the group	1. (cont.) on, place things on, place things in.) The definition or common characteristic of furniture will be most difficult for the children to verbalize because there are several functional definitions. Evaluation Mix all your pictures together. Ask one child to pull eight pictures from your collection and place them in view of the group. Challenge the children to look carefully at all the pictures and to think about the name of each object and the group of objects to which it belongs. Then ask different children to remove pictures of the foods, the toys, the clothing, and the furniture. As each picture is removed, ask the child to name the object and explain why he thinks it is a food, toy, article of clothing, or piece of furniture. This will encourage them to verbalize the common characteristic that was formulated earlier in the activity. When all the pictures have been removed, ask a child to place a new set of objects in view of the children and continue the activity.
	Extension Activity Use commercial games which work with classes of objects (The Classification Game, Object Lotto) to give the children additional experience with groups of objects which share a common characteristic. Additional rules can be made for

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.) lotto games in which the child identifies the class name for the objects on his board after he names each individual object.

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

1. All the objects which we wear are called clothes.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Isolates articles of clothing in pictures Isolates activities in pictures Isolates people in pictures when counting Aud tory Skills Listens to discussion, directions, and questions ABSTRACTING SKILLS Conceptual Skills Knows family members Knows articles of clothing Knows activities in pictures Recognizes number concepts--sets one to ten Knows types of clothing Association Skills Relates certain clothing with specific activities Relates clues in picture in order to make up story about the people in the picture Classification Skills Comprehends a class of objects--clothing Comprehends classes of clothing--dress-up, work, play, rain RESPONSE SKILLS Verbal Skills Labels people and articles of clothing in picture Counts people Labels types of clothing	2. Basic Activity Collect pictures (magazine pictures) of families and individual people engaged in different activities and wearing different kinds of clothing for a variety of occasions--play and recreation, dress-up, work--and for different weather conditions. Select one large picture to discuss thoroughly with the group. Ask the children to (1) identify the people and the number of people; (2) identify all the articles of clothing each person is wearing; (3) identify the type of clothing worn by the people (dress-up, work, play, rain, etc.); and (4) make up a short story about what the people are doing or where they are going (inferred from the type of clothing and other clues given in the picture). Evaluation Give each child or a pair of children a picture in your collection. Explain that you are going to ask them to do the same with their picture (describe it in detail and tell a story) as you have just done as a group. Give the children time to examine and think about their pictures before you select a child to begin. With some children, you will need to give assistance by asking specific questions. If the children become restless at some point during the activity, conclude the activity and save the remaining pictures for an activity the following day.

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Interprets picture in order to tell a story about it	2. (cont.)
Selects and identifies clothing for Willie which is appropriate for specific daily weather conditions and special occasions	Extension Activity Continue the use of Willie the Weatherboy (DARCEE) for providing the children with additional opportunities to select clothing appropriate for daily weather conditions and for specific ocasions.

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

2. All the home objects which we can move around, sit on, lie on, or place things on are called furniture.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on building blocks, on pictures or models of furniture, and on dolls Isolates rooms in floor plan of house Discriminates among the shapes and sizes of the rooms Auditory Skills Listens to directions and discussion ABSTRACTING SKILLS Conceptual Skills Knows rooms of house Recognizes shape concepts--square, rectangle Recognizes size concepts--largest, smallest; larger, smaller Knows pieces of furniture Association Skills Relates block house with real house Relates model or pictures of furniture with real furniture Relates certain pieces of furniture with specific room in house Classification Skills Comprehends a class of objects--furniture Comprehends classes of furniture--living room, dining room, kitchen, bedroom, bathroom	3. Basic Activity Plan an activity with building blocks to conduct with small groups of five or six children. Select an area of floor space in your room where you can use the blocks to construct the floor plan of a one-floor home. Assign a room--living room, dining room, kitchen, bedroom, bathroom--to each child. Working together as a group, make a large rectangle with the blocks to represent the outline of the house. Then have each child locate a place inside the rectangle for his room and enclose it with more blocks. As the children are dividing the rectangle, discuss the shapes and sizes of the rooms. Decide which rooms should be the largest and the smallest. Discuss what furniture would be needed for each room. Evaluation Ask the children to sit on the floor beside their room. Play a classification game with furniture. Have ready a box of doll house furniture or pictures of furniture (PLDK Stimulus Cards). Select one object or picture at a time and ask the child who needs it for his room to raise his hand, identify the object, and tell why it should be placed in his room. Then give the child the piece of furniture or picture to place in his room. If you used doll house furniture and have a family of dolls of proportionate size, give the children time to role play with the home and family.

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Identifies shapes and sizes of rooms Labels pieces of furniture Identifies reason for placing a piece of furniture in a specific room Verbalizes in role play situation Motor Skills Arranges blocks to form floor plan of house and rooms Places model of furniture or picture of furniture in appropriate room Manipulates dolls and furniture in role play situation	3. (cont.)

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

2. All the home objects which we can move around, sit on, lie on, or place things on are called furniture.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Distinguishes parts of chair Discriminates likenesses and differences among chairs in type, color, size, shape, position, parts, number of parts, and material from which chair was made Auditory Skills Listens to questions, discussion, and directions ABSTRACTING SKILLS Conceptual Skills Knows chair and parts of chair Knows types of chairs and the function of each Recognizes color, size, shape, position, number, and texture concepts Knows materials from which chairs are made Association Skills Relates certain characteristics with chair Relates specific chair with appropriate room in the house Classification Skills Comprehends a class of objects--furniture Comprehends a subclass of furniture--chairs	4. Basic Activity Make a collection of magazine pictures of various types of chairs for a likeness and difference activity. Look for pictures which reflect differences in type, color, size, shape, position, number, and parts of chairs: straight chair, rocker, recliner; large chair, small chair; wooden chair, metal chair, upolstered chair; chairs of different colors; chairs with arms, chairs with no arms; kitchen chairs, living room chairs; chairs with round seats, chairs with square seats; chairs with high backs, chairs with low backs; plain chairs, flowered chairs, striped chairs. Display the pictures on a bulletin board in front of the group. Ask the children what these objects are or what is the same about all these pictures. (They are all chairs; they are all furniture.) Mention that within the group of objects called furniture there is a smaller group of objects called chairs. Ask them to name other groups of furniture (tables, beds, sofas, etc.). Select one chair picture and ask the children to describe it in terms of type, color, shape, parts, size and number of parts; how it might feel if you sat on it or touched it; where it might be found in a home. Select a few other pictures for the children to describe.

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels chair Identifies characteristics of chair Labels other subgroups of furniture Describes a chair in terms of type, color, shape, parts, size and number of parts, texture, and room in which it belongs Compares the likenesses and differences between two chairs in terms of the above concepts	4. (cont.) Evaluation Ask a child to select two chair pictures. Ask him to tell the other children all the ways the chairs are alike and all the ways they are different. When the child is finished, ask the others if they can make any additional comparisons. Continue comparing other pairs of pictures as long as the children are attentive.
	Extension Activity Make additional collections of pictures of sofas, beds, stoves, and refrigerators which can be used in similar activities. Refrigerators are especially good to demonstrate position and number differences: one door, two door; top and bottom doors; left and right doors; left handle, right handle. Beds reflect all kinds of variations in size: small, large; narrow, wide; high, low.

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

3. Objects which we eat are called foods.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on food models Isolates each food model Auditory Skills Listens to discussion, questions, and directions Listens to labels for foods Listens to labels for meals ABSTRACTING SKILLS Conceptual Skills Knows foods Knows meals Understands concepts involved in the restaurant role play Association Skills Relates foods with labels Relates mealtimes with labels Relates certain foods with appropriate mealtime Classification Skills Compreherds classes of foods--breakfast, lunch, dinner RESPONSE SKILLS Verbal Skills Labels foods Labels mealtimes Suggests several foods which would make up an appropriate menu for a meal Verbalizes in role play situation as customer, waiter,or waitress, cook Motor Skills Dramatizes in role play situation as customer, waiter or waitress, cook	5. Basic Activity Conduct a dramatic play activity with small groups of five or six children at a table in your kitchen or housekeeping area. You will need a paper plate for each child and a set of food models. The food models could be a commercial set (National Dairy Council) or teacher-made from magazine pictures mounted on tagboard. Separate the food models into three boxes--breakfast foods, lunch foods, and dinner foods. Pictures of some foods should be in all three boxes (milk) and some in both lunch and dinner boxes (fruits, desserts). Begin the activity with the box of breakfast foods. Show the children each different food picture in the box and ask them to identify each one. When you have shown all the different foods, ask the children when they would usually eat these foods (for what meal). Evaluation Pretend you are all in a restaurant. Ask one child what he would like to order for breakfast from your menu (the pictures in the box). You be the waitress and serve the food (pictures) on his plate as he orders. Then let the children take turns being the customers and the waiter or waitress. Later you might want to appoint a cook who will cook the food in the kitchen and serve the plates. This game can be continued using the boxes of lunch and dinner foods.

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

1. All the objects which we wear are called clothes.
2. All the home objects which we can move around, sit on, or place things on are called furniture.
3. Objects which we eat are called foods.
4. Objects that we play with are called toys.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Isolates each picture Auditory Skills Listens to discussion and directions Listens to labels for objects Listens to labels for categories of objects ABSTRACTING SKILLS Conceptual Skills Knows objects in pictures Knows object categories Understands directions for sorting game Association Skills Relates object with label Relates category with label Relates certain characteristics with a category of objects Relates objects sharing a common characteristic(s) Classification Skills Comprehends four classes of objects--clothing, furniture, foods, toys	6. Basic Activity Collect an assortment of pictures of clothing, furniture, foods, and toys (as in activity H-1). Select one or two pictures which represent each category. Discuss each picture with the children to review the names of the object and class to which it belongs. Place all your pictures in a box or bag. Shake the container to scramble your pictures. Ask one child to select five or six pictures from the container, without looking at the pictures. Display the pictures on a chalk tray or in a card holder where all the children can see them. Have the children identify all the pictures. Ask the children to put on their "looking glasses" and "thinking caps" to see if any of the pictures could be grouped together because they are "alike in some way." Give them some verbal assistance. Examples: Look for two or more pictures of objects which belong to the same class (food, furniture, toys, clothes), or pictures of objects which could be found in the same room (food and kitchen furniture), or pictures of objects which share a common physical characteristic (color, shape, material, texture, etc.).

UNIT UNDERSTANDING: H. Objects in the home which share common characteristics belong to special object groups.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
RESPONSE SKILLS Verbal Skills Labels objects Describes a common characteristic(s) shared by two or more pictured objects Labels category of objects Counts out a given number of pictures Motor Skills Selects pictures Sorts pictured objects according to some common characteristic(s)	6. (cont.) You may need to make the sorts and explain the basis for them in order to model the responses you are seeking. Emphasize the fact that many groupings are possible, and praise the children for finding more than one. Any grouping or sort is acceptable if the two or more objects share a common characteristic. Evaluation Continue playing the game, allowing the children to take turns drawing pictures from the bag. Keep a tally of the number of sorts the children make with each set of pictures to encourage them to find and describe as many as possible. Note which children do and which do not understand the task and what types of characteristics are most often used as a basis for sorting.
Relates clues in order to identify the household object described	Extension Activity Play a riddle game with household objects in which you use the class label, the room where it would most likely be found, and physical characteristics as clues to the object's identity.

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

1. Each member of a family has certain jobs or responsibilities which help other family members.

2. There are many activities which family members enjoy doing together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on story Isolates objects in story pictures Auditory Skills Listens to story, questions, and discussion ABSTRACTING SKILLS Conceptual Skills Knows family members Understands the problems which might arise among family members Knows alternative ways to solve family problems Understands sequence of events in story Recognizes ordinal position words--first, second, third Appreciates need for cooperation among family members RESPONSE SKILLS Verbal Skills Identifies family problem(s) in story Predicts what will happen next in story Suggests alternative solutions to family problem Answers questions concerning story and specific concrete situations Names something he does at home which is helpful to his family	1. Basic Activity Read the children a story, such as This Room Is Mine, which emphasizes the need for family members to share and work together. As you read the story, encourage the children to identify the problem, and to predict what they think might happen. Ask them for suggestions for solving the family problem. Evaluation Ask the children questions to encourage a review of the story. Emphasize the order of events, stressing the ordinal position words--first, second, and third. Initiate a discussion of ways families help each other, share belongings, and work and play together. If the children cannot contribute many suggestions, present some concrete situations and problems for discussion. Example: What would happen if one person in the family had to do all the work while everyone else watched TV all day? Ask each child to name something he does at home to help his family or a member of the family.

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.) Extension Activities Teach the children a song about family relationships ("It's Fun To Be a Helper"). Show the children a film about family life (Our Family Works Together), or read other stories which emphasize family members sharing and enjoying activities together (The New Baby). Emphasize the sequence of events in reviewing stories and films.

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

1. Each member of a family has certain jobs or responsibilities which help other family members.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on dramatization Discriminates among actions pantomimed Isolates each entry on list when counting Auditory Skills Listens to discussion, questions, and directions ABSTRACTING SKILLS Conceptual Skills Knows family members Knows jobs and responsibilities of family members Knows actions which are pantomimed Association Skills Relates pantomimed activity with appropriate family member RESPONSE SKILLS Verbal Skills Identifies activity which is pantomimed Identifies family member who might perform activity Suggests jobs which a mother, father, and child might perform Counts entries on list Motor Skills Pantomimes an activity performed by a family member	2. Basic Activity Pantomime several common activities which a mother might perform in the home--cooking, cleaning, washing and ironing clothes. Ask the children to identify what you are doing and who in their family you might be. Together with the children, identify all the different jobs which a mother might perform. As each is named, list it on paper or chalkboard and dramatize the activity as a group. Have the children count the jobs as you point to each entry on the list. Emphasize the fact that although you have listed the jobs which a mother might perform, other members of many families assume the same jobs. Ask the children what jobs they have at home. Ask which of the jobs their fathers might perform. Evaluation Ask different children to dramatize a household job, perhaps one that they perform, for the group to identify. Note which children have difficulty dramatizing or identifying well-dramatized activities. Provide additional activities of a similar nature in the future.

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	2. (cont.)
	Extension Activities
a. Scans sequence cards from left to right, top to bottom Understands and describes sequence of steps in the task illustrated in the pictures Interprets the pictures to tell a story	a. Use the See-Quees board Helping Mother with a small group of children. Emphasize the sequence of steps in the task illustrated in the pictures, and encourage the children to tell the story.
b. Listens to story Knows and identifies the roles of female members in a family	b. Read stories about mother's role in the family (What Do Mothers Do?, I Want To Be a Homemaker) and about other female members (Grandmother and I).
c. Knows and identifies the roles and jobs of mothers outside the home	c. Use a book (Mommies at Work) which emphasizes the roles or jobs which many mothers have outside of the home.

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

1. Each member of a family has certain jobs or responsibilities which help other family members.

2. There are many activities which family members enjoy doing together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on cleaning materials and equipment Auditory Skills Listens to questions, discussion, and directions Listens to label for each piece of cleaning equipment Listens to words of song Distinguishes melody and rhythm of song Listens to standards regarding use of materials and equipment ABSTRACTING SKILLS Conceptual Skills Knows each piece of cleaning equipment and its use Knows proper use of equipment Knows words and actions to song Understands job responsibilities Appreciates need for sharing and taking turns Appreciates value of group effort Association Skills Relates each piece of cleaning equipment with its label and use Relates cleaning task with appropriate equipment RESPONSE SKILLS Verbal Skills Suggests equipment necessary for cleaning	3. Basic Activity Plan a day for the children to houseclean the classroom. This works very well if the activity is well organized. Collect the equipment and supplies you will need--broom, dust pan, mop, buckets, sponges, vacuum cleaner, window cleaner, paper towels, soap, cleanser. It is not necessary to have a piece of equipment for every child. Some children can be sorting and ordering materials on shelves and in cupboards while others are using the equipment. The equipment can be shared during the activity period. Allow at least an hour of time for the activity. Arrange the children in a semi-circle on the floor or in chairs. Ask the children how they would like to houseclean their classroom, pretending to be members of a family cleaning together at home. Encourage them to tell you what they will need to clean. Introduce each piece of equipment, asking the children to identify each object and its use. Demonstrate the proper use of each and re-introduce the song "The Mulberry Bush" ("This is the way we . . ."), substituting the words sweep, vacuum, wipe, scrub, wash, dry, mop as you demonstrate the action. You might want to ask the children to demonstrate the use of some pieces of equipment. If necessary, model how to sort and classify books and materials on open shelves and in cupboards.

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Labels each piece of cleaning equipment and its use Reproduces words, melody, and rhythm of song Motor Skills Uses cleaning equipment properly	3. (cont.) Set clear standards regarding sharing materials, taking turns, and caring for the equipment. Then discuss job responsibilities for each child. You will want to establish a group to be responsible for each different task: shelves, cupboards, windows, tables and chairs, floor or carpet. It is suggested that you assign the cleaning tasks to groups of two or three children and then rotate the groups once or twice during the activity. This way, each child can try different tasks. Evaluation While the children are cleaning, note carefully which children do and do not (1) share and take turns; (2) assume the responsibility of the job; and (3) use the equipment properly. After the children help put the equipment away, gather them together for a quiet time to rest and to view the room and appreciate the job they have done. Emphasize the fact that it takes a very short time to clean when many people help.
a. Understands that household routines are often scheduled by devoting certain days of the week to certain tasks Reproduces words, melody, rhythm, and actions of song	Extension Activities a. Plan a follow-up activity to discuss the scheduling of household routines such as cleaning, washing clothes, ironing clothes, shopping, etc. Begin to emphasize the names of the days of the week, explaining that many families have a certain day of the week for a particular home task. Again, sing the song "The Mulberry Bush" ("This Is the

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	3. (cont.) Way"), using the names of the days in the last line of the verses. Discuss which days of the week are school days and church day(s).
b. Knows and identifies outside cleaning tasks and equipment Performs outside cleaning activities and uses equipment properly	b. If the housecleaning activity was successful and fun, plan another day for cleaning outside the building--picking up trash, sweeping the sidewalks, checking outdoor toys for needed repairs, assisting you in making minor repairs requiring hammer and nails or screwdriver and screws, washing wheel toys (if weather is warm).

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

1. Each member of a family has certain jobs or responsibilities which help other family members.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on actions in fingerplay and pictures in story Isolates objects and actions in pictures Auditory Skills Listens to words of fingerplay Listens to story, questions, and discussion ABSTRACTING SKILLS Conceptual Skills Knows words and actions of fingerplay Knows the possible roles of a father in a family Understands sequence of events in story Association Skills Relates actions with words of fingerplay Relates certain roles with father of a family RESPONSE SKILLS Verbal Skills Reproduces words of fingerplay Describes pictures in story Recalls activities performed by the father in the story Suggests other members of the family who might assume some of the roles of the father	4. Basic Activity Teach the children the fingerplay "This Is the Father." Then read the children a story about the common roles of the father in a family (Daddies, What They Do All Day; My Father Can Fix Anything; Papa Small). If the pictures are fairly large, ask the children to describe what is happening in the picture before you read the text on each page. Evaluation Ask the children to recall all the activities of the father mentioned in the book. Ask if any other family member ever plays any of these roles. Again emphasize the fact that many families distribute or assign household tasks differently than the families in the books.

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Relates workbench activities with role of the father Knows and labels simple carpenter tools Manipulates tools appropriately	4. (cont.) Extension Activity Plan a workbench activity when the children can work with simple carpenter tools. Collect your equipment and supplies: hammers, nails, screwdrivers, screws, bolts, pliers, wrenches, and discarded ends of lumber. If possible, find a good outdoor location for the activity. This activity will need to be supervised carefully. It is suggested that you work with only five or six children at one time. If you lack an appropriate location or sufficient supervisory help to conduct a workbench activity, plan a demonstration activity to show the children the different carpenter tools and how they are used.

UNIT UNDERSTANDING: 1. The members of a family help each other, share belongings, and work and play together.

2. There are many activities which family members enjoy doing together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures and model family Isolates objects and activities in pictures Discriminates among facial expressions of people in pictures Auditory Skills Listens to discussion, questions, and dramatizations ABSTRACTING SKILLS Conceptual Skills Knows family members Knows objects and activities in pictures Recognizes facial expressions of people in pictures Knows activities which family members enjoy Understands the problems which might arise in a family Knows alternative solutions to family problems Appreciates the need for cooperation among family members Association Skills Relates families in pictures and model family with own family Relates facial expression with appropriate affective state RESPONSE SKILLS Verbal Skills Describes family members and activities in pictures	5. Basic Activity Make a collection of pictures of family members engaged in recreational activities together, both at home and away from home. If you have enough pictures, give one to each child to describe (picture read) to the group. If you find only a few, picture read the family scenes as a group. Encourage the children to describe what they see in each picture and to tell a story about "what is happening." Draw special attention to facial expressions in the pictures. Hopefully, you will have pictures which illustrate people who are happy and obviously having fun together. Stress the fact that families can have fun both working and playing together. Ask each child to name one activity he enjoys doing with one or more members of his family. Assessment Activity Plan times when small groups of children can role play with a model family (Bendable Rubber Family) or a paper doll family. Encourage them to dress the dolls for different activities and to role play different family members as they dramatize the activities. Provide several appropriate props, such as a box for a car. Note carefully the interaction between family members. Also note whether or not the children dramatize any of the activities illustrated in the pictures used in the preceding activity.

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Interprets pictures in order to tell a story about the family members Names an activity he enjoys doing with his family Verbalizes in role play situation Motor Skills Manipulates dolls or model family and props in dramatic play	5. (cont.) Interact with the children to seek solutions to common family problems which might be portrayed in the dramatizations. Model the use of compromise in situations where the wishes of family members may conflict. Demonstrate how to show respect for each person--his opinions, ideas, and property. Emphasize the variety of problem-solving approaches which are usually more successful than arguing and fighting.
Understands concepts in story Discriminates, recognizes, and identifies rhyming words in story	Extension Activity Read to the children the story The Big Honey Hunt. This is an amusing, fun story about an adventure of a small bear and his father. The book can later be used for a rhyming activity.

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

1. Each member of a family has certain jobs or responsibilities which help other family members.

2. There are many activities which family members enjoy doing together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on furniture and equipment used in dramatic play Auditory Skills Listens to discussion and standards for play ABSTRACTING SKILLS Conceptual Skills Knows household objects and furniture Knows the function of each object and piece of furniture Knows family members and their roles Knows articles of clothing Knows family activities Understands the problems which might arise in a family Knows alternative ways of solving family problems Appreciates need for cooperation among family members Association Skills Relates household objects, furniture, and articles of clothing with their labels Relates certain objects and furniture with appropriate room in house Relates certain roles, jobs, and clothing with appropriate family member	6. Basic Activity Involve the children in making a pretend home in your classroom where they can be pretend family members. Decide on sections of the classroom for the kitchen, living room, bedroom, and any other rooms you want. Have some materials such as boxes, old pillows, blankets, and bedspreads to use for furniture and bedding. Furnish the kitchen with your housekeeping equipment--stove, refrigerator, sink, cupboards, dishes, food models, cleaning equipment, ironing board and iron. In creating your living room (see activity G-1), include a TV, telephone, games, books, newspaper. For the bedroom, tables could be used for beds, a box for a stand, and a cupboard for a dresser or chest. Dress-up clothes could be placed in the bedroom. Provide dolls and doll equipment in the home. Allow a period of at least 45 minutes for dramatic play in the home. Discuss with the children the advantages in distributing themselves among the rooms so as to prevent problems of overcrowding. Set careful standards for play. Encourage the children to "pretend" by asking each one who he plans "to be."

UNIT UNDERSTANDING: I. The members of a family help each other, share belongings, and work and play together.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Association Skills (cont.) Relates certain objects and materials with a particular family activity Classification Skills Comprehends subclasses of objects--those belonging in a living room, kitchen, bedroom, and bathroom Comprehends subclasses of clothes--those worn by mother, father, girl, boy, baby RESPONSE SKILLS Verbal Skills Suggests who he would like "to be" during dramatic play Verbalizes in enacting family member roles in dramatic play Motor Skills Uses household equipment and furniture appropriately	6. (cont.) As the children play, move from room to room, interacting with the children and modeling dramatic play if necessary. Evaluation Use this activity as a time for you to evaluate the effectiveness of this unit in general. Note the children's (1) ability to name objects in the home; (2) understanding of use of household objects; (3) awareness of roles of family members; (4) awareness of clothing worn by family members; (5) awareness of family activities and routines; (6) problem-solving approaches; (7) ability to dramatic play; (8) verbalization skills.

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

1. Pets are animals which live in or near a home and are cared for by a family.
2. All pets, like people, plants, and other animals, are living things.
3. Pets are different in many ways.
4. There are different groups of pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures, magnetic or flannelboard materials Isolates each animal picture or model Detects missing animal picture in game Auditory Skills Listens to questions, discussion, and directions for the games Listens to the label for each pet and for the whole subclass of animals (pets) ABSTRACTING SKILLS Conceptual Skills Knows animals Recognizes the characteristics of each animal Knows how pets are cared for by a family Understands that pets are living things Association Skills Relates each animal with its label Relates certain animals with the subclass pets Relates the subclass pets with its label	1. Basic Activity Begin talking about pets by asking the children: "Do any of you have something at home that lives with your family, that is alive, that must be fed and cared for?" Hopefully, some children will have animals at home and a variety will be mentioned. Introduce the word "pets," explaining that pets are animals which live with families and are cared for by people. Use pictures (PLDK Stimulus Cards) or magnetic or flannelboard figures (Instructo-Magnetic Pets or Milton Bradley-Domestic Animals) to discuss a variety of pets. Put large paper clips on the pictures and place them in a bag or basket. Play the "Go Fishing" game, giving the children turns to use the fishing pole (with magnet attached to string) to catch a "fish." As each picture is "caught," ask the children to name the animal and describe its characteristics. Discuss how people care for this pet. If any child in the group has this pet at home, ask him to describe how he cares for the pet. Stress the fact that pets, like people and plants, are living things which need food, water, and air in order to live and grow.

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Classification Skills Comprehends a subclass of animals--pets RESPONSE SKILLS Verbal Skills Labels pets in own home Labels animals "caught" in a fishing game Describes the characteristics of each animals and how it is cared for by people Labels pets displayed in "What's Missing?" game Identifies missing pet Motor Skills Handles fishing pole appropriately	1. (cont.) Evaluation Play a "What's Missing?" game with the pictures to see how many pets the children can identify. Display four or five pictures and ask them to name the pets. Then have them close their eyes while you remove one. The first child to identify the missing pet can return the picture to its place. If the game is too easy, try rearranging the order of the pictures when you remove one, or try using more pictures.
a. Knows and labels pets in film b. Manipulates crayon appropriately in order to make crayon rubbings of pets Knows and labels pet in each rubbing	Extension Activities a. Show the children a film about pets (City Pets). In reviewing the film, ask the children to recall all the pets which they had seen. b. Make crayon rubbings of pets. Cut outlines of pets from white tagboard, making them approximately 4" x 6". Paste each figure in the center of white, 9" x 12" construction paper. Place a sheet of 9" x 12" newsprint over each construction paper sheet and staple them together at the corners. When the child rubs the newsprint with the side of a peeled crayon, the outline of the pet will appear. Used newsprint can be removed and given to the child, while the construction paper backs can

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	1. (cont.) be reused many times by changing the newsprint. Ask the child to identify the animal on each of his rubbings.
c. Isolates pictures of pets in magazines Manipulates scissors and paste appropriately Recognizes, identifies, and reproduces number sets one to ten, or one to five Understands and identifies sets which have "one more member" than a given set Labels pets in booklet Counts pets one by one	c. Plan a series of activity times during a week when the children can make a pet book for the development of number concepts. Make each child a book of 11 sheets of different colored construction paper laced together with yarn. Give each child a magazine, scissors, paste, and his blank book. The first page will be the cover. Explain that they are each going to make their own pet book which they can take home when completed. Have each one look through their magazine to find a picture of a pet to paste on the cover. As the children are working, move around the group printing the word Pets and the child's name on each book cover. One or several pages can be completed each time the books are used. The first page should contain a set of one pet; the second, a set of two pets, etc. With each page, emphasize that this set has "one more member" than the set on the preceding page. Each time a page is completed, ask each child to identify the specific pets and the number of pets on his page. It is suggested that you do not use magazines everytime you work on the booklet. With the larger number sets, you may want to

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	J. (cont.) pre-cut small figures of pets for the children to count and paste, or you might find small seals or stickers of pets to use. With less advanced children, who have difficulty with number concepts, it is suggested that you concentrate on sets one to five only. This booklet is only one suggestion for developing number concepts. To supplement this activity, plan additional number games, using objects in the room and instructional materials which involve the specific number concepts included in the booklet.

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

2. All pets, like people, plants, and other animals, are living things.

3. Pets are different in many ways.

4. There are different groups of pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures and on experience chart Focuses attention on objects and pets during trip Scans experience chart from left to right and from top to bottom Auditory Skills Listens to discussion and questions Listens to standards for behavior on trip Listens to the label for each animal ABSTRACTING SKILLS Conceptual Skills Knows animals and animal babies Recognizes the physical characteristics of each animal Knows the type of container for each animal Knows the food characteristically eaten by each animal Knows the type of care each animal requires Understands sequence of events on trip Association Skills Relates each animal with its label, physical characteristics, type of container, and the food and care it requires	2. Basic Activity Plan a trip to a pet shop if one is available in your area. Prepare the children for the experience using pictures (Language-Kit A) with discussion. Establish exactly what you want the children to notice while in the store--what animals are there; what type of "container" each animal uses for a home; what each animal is fed. Discuss the fact that the pets will most probably be organized in groups in the store: There will be birds, with two legs and feathers, in cages. There will be fish in large bowls or aquariums filled with water. There will be a few animals, such as turtles, in bowls with gravel or rocks and a little water. There will be a large section of cages for animals, such as rabbits, cats, dogs, guinea pigs, and gerbils, which have four legs, hair or fur. Set very clear standards concerning behavior on the trip. Stress the need to be quiet so as not to scare or excite the animals. During the trip, interact with the children giving them the names of the animals; asking them to describe the animals' characteristics; directing attention to the type of container, food, and care required by each animal; explaining the fact that many of the animals are babies (puppies, kittens, bunnies).

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Association Skills (cont.) Relates each animal with its baby Relates printed word with spoken word Relates picture of animal in chart with real animal Classification Skills Comprehends subclasses of pets--birds, fish, amphibians, and mammals RESPONSE SKILLS Verbal Skills Describes characteristics of animals seen in pet shop Recalls events of trip in correct sequence Uses a variety of sentence constructions in verbal expression	2. (cont.) Assessment Activity The day after the trip, write an experience chart story to recall what was seen at the pet shop. Encourage the children to sequence the trip events by guiding the recall with questions: "What was the first thing we did to start our trip?" "What happened second?" . . . "What did we see at the store?" Try to vary your questions so that the whole story does not consist of a repetition of "I saw a _____." Substitute pictures of the animals for the names so that the children can help read the story once it has been written.
a. Knows and labels visiting pet Describes the physical characteristics of the pet, the type of container it lives in, and the food and care it requires	Extension Activities a. If it is not possible to visit a pet shop, perhaps you could arrange to have a child or a friend bring a pet to the classroom for part or all of a day. Make sure to select a pet that is friendly with strangers, particularly children.
b. Reproduces recognizable representation of a pet	b. Plan opportunities for the children to reproduce some of the pets using tempera paint, crayons, or clay.
c. Reproduces recognizable representation of a pet	c. Make animal models using food (potatoes, marshmallows, raisins, gumdrops) and other materials (toothpicks, pipe cleaners, match sticks, construction paper.)

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
d. Picture reads sequence board scanning cards from left to right Understands and reconstructs correct sequence of pictures Recognizes and identifies ordinal position concepts--first, second, third	2. (cont.) d. Play a small-group sequence game with the See-Quees board Choosing a Pet. Ask the children to help you picture read the story while the pictures are in the frame. Then remove the pictures and see if the children can reconstruct their correct order. If 12 pictures are too many to order, select the six most important pictures in the story, and have the children order them from left to right on a table or chalk tray. Emphasize the ordinal position words "first," "second," and "third."

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

1. Pets are animals which live in or near a home and are cared for by a family.

2. All pets, like people, plants, and other animals, are living things.

3. Pets are different in many ways.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures and resource book Focuses attention on pet, its food, and container Auditory Skills Listens to discussion and directions for care of pet ABSTRACTING SKILLS Conceptual Skills Knows pets and their characteristics Knows the type of food and care each pet requires daily Knows the type of container appropriate for each pet Remembers to care for pet when assigned this responsibility Association Skills Relates pet with appropriate type of food and care RESPONSE SKILLS Verbal Skills Suggests possible pets for the classroom Explains reasons for choice of pets Motor Skills Performs tasks necessary for care of pet	3. Basic Activity If it is possible for the children to have a pet in the classroom, it is important that they are prepared to assume responsibility for it. If having a classroom pet is "out of the question," use this activity in a pretend way. Talk with the children about having a pet in the classroom. They will probably be very excited about the idea. Explain to them that it is important that they understand all that is involved in taking care of a pet. They must know what the pet would require in order to be comfortable and happy. Some pets would not be suitable. Ask the children to suggest some possible classroom pets and to give reasons for their choices. (You may wish to display pictures which would include good indoor pets). With each suggestion, discuss thoroughly the responsibility involved and the suitability of the pet--the home, food, attention, cleaning, and space it would require; the amount of noise it would make. A guinea pig, goldfish, or turtle are common classroom pets which can be taken care of by the children. Guide them in making a suitable decision.

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	3. (cont.) When the children have made their choice, bring resource books on pet care into the classroom to show the children where you get information on raising a pet. After the pet is established in the classroom, carefully model how to care for the pet's needs. Stress the fact that the pet requires a regular, routine supply of food and water just as they have a meal schedule. It must have exercise and must be kept clean in order to grow normally and to remain healthy. Explain that pets can get sick just like people. Evaluation Within a day or so, the children should be given the responsibility of caring for the pet. Select several children whom you have found to be quite responsible. Each child could perform one task, such as feeding, for a week. Then the jobs could be given to new children. Later each child could be assigned on day to perform all the tasks required to care for the pet. Evaluate carefully whether or not each child (1) seems to understand the needs of the pet; (2) remembers to perform his job; and (3) performs his job thoroughly.

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1. Pets are animals which live in or near a home and are cared for by a family.

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BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on story Focuses attention on construction paper pieces Discriminates among the puzzle pieces Combines the puzzle pieces to make complete animal figure Auditory Skills Listens to story, discussion, and questions Listens to directions for pasting puzzle pieces ABSTRACTING SKILLS Conceptual Skills Understands contents of story Understands sequence of events in story Recognizes affective concepts Knows animals Knows the body parts of animals Comprehends different types of questions--what, who, where, when, how, why RESPONSE SKILLS Verbal Skills Picture reads illustrations in story Predicts events of story and ending for story Describes emotions of people and animals in story Answers questions concerning story	4. Basic Activity Read the children a story about a pet dog (Little Black Puppy, My Very Own Puppy, Playful Puppy, Scamp, The No-Bark Dog) or another pet (Little Black, a Pony). During the story time, involve the children in picture reading, anticipating events, and predicting an ending for the story. Emphasize any emotions which might be expressed by people or animals in the story. Evaluation Review the story by asking the children a variety of questions of increasing difficulty--who, what, where, when, how, why. Emphasize the sequence of events. Assessment Activity In order to evaluate how well the children observed the pictures of the story character, plan a whole-part-whole pasting activity to follow the story. For each child, provide a piece of construction paper and a model of the pet. Precut the model into several parts. The child is to arrange the parts on the construction paper to form the complete animal figure. After the pieces are arranged, give the child paste to finish the activity. This activity should be adapted to the abilities of the children. For less able children you should:

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Motor Skills Arranges construction paper pieces to form complete animal figure Manipulates paste and paper appropriately	4. (cont.) a. Cut the animal into only three or four parts such that each part is a recognizable part; and/or b. Draw the outline of the animal on the construction paper which the child can fill in with the pieces; and/or c. Display a model (sample) of the completed animal where the children can see it as they work. For very advanced children: a. Cut the animal at random into four to six pieces; b. Eliminate the outline on the paper; c. Show them a sample when you introduce the activity, but do not display it while the children are working.
Understands directions for game Detects facial clues or postural clues which indicate a child has the "bone" Knows and uses names of children in group	Extension Activity Play games about pet animals, such as "Doggie, Doggie, Who Has the Bone?" Locate a real or toy bone, or use a rectangular block. The children sit in a circle on the floor to play. While one child, Doggie, has his eyes closed or is blindfolded, another child is chosen to hide the bone (by sitting on it or concealing it with his legs). Then Doggie must move around the circle, guessing who has the bone, as the children chant, "Doggie, Doggie, who has the bone?"

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

3. Pets are different in many ways.

4. There are different groups of pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures or figures of pets Isolates each pet Discriminates likenesses and differences among the pets Auditory Skills Listens to direcitons and discussion Listens to riddles ABSTRACTING SKILLS Conceptual Skills Knows each pet Knows the physical characteristics of each pet Knows the type of food, care, and container appropriate to each pet Association Skills Relates each pet with its label, its physical characteristics, the type of food and care it requires, and the type of container in which it lives Relates clues in order to identify the pet described RESPONSE SKILLS Verbal Skills Labels each pet Describes the characteristics of each pet Compares the likenesses and differences between two pets Answers riddles	5. Basic Activity Play a likeness and difference game with pictures (PLDK Stimulus Cards), flannel figures (Milton Bradley), or magnetic figures (Instructo) of pets. Place the figures or pictures in a box or bag. Either you or a child can select two items from the container to display in front of the group. Ask the children first to identify and describe each pet. Then compare the two to identify how they are different and how they are alike. You will most probably need to ask very specific questions. Examples: Are they the same color? Do they have the same number of legs? Are their tails the same size (length)? Do they eat the same food? What about the body coverings? Are they alike or different? Continue the game as long as the children are attentive and able to participate. Assessment Activity Make riddles about the pets for the children to solve. If the riddles are too easy, give fewer clues and less significant clues. Including the animal sound among the clues will usually make the riddles easier to solve.

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
	5. (cont.) Extension Activities
a. Describes the pictured animal without naming it in order for the other children to guess its identity	a. Play a small group game around a table. Give each child a picture of a pet which he is to show to no one. Let each child take a turn giving clues about his animal until the other children guess what animal is in his picture. Encourage the "guessing" children to ask questions about the animal if the child cannot give many clues.
b. Discriminates, recognizes, and identifies the likenesses and differences among several types of one kind of pet	b. Use a book about different types of one kind of pet (The Cat Book, The Dog Book, The Parrot Book) to encourage fine visual discrimination. Plan this activity for the children who made most of the comparisons in the Basic Activity. Encourage them to verbalize the ways the animals in the book are alike and different.

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1. Pets are animals which live in or near a home and are cared for by a family.

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BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on flannelboard materials Isolates each felt figure Discriminates likenesses and differences in color, size, and shape among felt pieces Auditory Skills Listens to discussion, story, and questions Listens to the words of the song Distinguishes the melody and rhythm of the song ABSTRACTING SKILLS Conceptual Skills Knows story characters and objects Recognizes size, color, number, and position concepts Understands the story's contents and sequence of events Recognizes affective concepts--sad, happy, etc. Recognizes ordinal position concepts--first, second, third Understands the concept of "pretend" Knows words, melody, and rhythm of song RESPONSE SKILLS Verbal Skills Labels each felt figure	6. Basic Activity Make the flannelboard set of "The Three Little Kittens" (DARCEE). To begin the story, introduce each felt piece in the set, asking the children to identify and describe each one. Emphasize size, color, number, and position concepts. Then remove all the felt pieces. Tell the story, adding and moving the pieces as appropriate. Emphasize the emotions experienced by the kittens--sadness, happiness, joy. When speaking about the three kittens, use the ordinal position words "first," "second," and "third." After reading the story, ask the children whether the three kittens and their mother are "real" or "pretend." Discuss whether or not real kittens and cats wear clothes, wash clothes, bake and eat pies, talk in our language, live in their own home with furniture, etc. Teach the children the song "The Three Little Kittens." Assessment Activity Use the flannel set the next day to review the story. This time have the children participate as much as possible, telling the story and moving the felt figures, in order to evaluate how well they understood and remembered the story.

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Verbal Skills (cont.) Describes the size, color, number, and position of the felt figures Answers questions concerning story Reproduces words, melody, and rhythm of the song Recalls story's contents and sequence of events Motor Skills Arranges flannelboard characters and objects to correspond to story's events Locates felt figure when teacher describes it Removes felt figure as directed	6. (cont.) After the story review, play a recognition game with the felt figures, stressing color, size, position, and number concepts. Give each child a direction to find something on the flannelboard--the large cat, the kitten with the blue dress, something purple, something beside the mother cat, two kittens, five mittens, one blue mitten, the mittens for the kitten with the red dress, etc. Near the end of the game, ask each child to remove the object(s) he finds and place it in the box. Continue until all the figures are removed from the flannelboard.
a. Reproduces the appropriate lines and actions in a dramatization of the story	Extension Activities a. This is a fun story to dramatize. Collect a few props such as an apron, three pairs of mittens, a washtub and washboard (Wood Laundry Set), clothesline and clothespins, and a pie. The pie can be made very easily by using an aluminum foil pie pan. Fill it with crumpled paper and cover it with a crust made of tan construction paper cut with old pinking shears. You can cut slits in the crust and paste red or blue construction paper under the holes to give the effect of a cherry or blueberry pie.
b. Listens to a record of the story Relates an event heard on the record with a picture of the event Indicates when to turn the pages of the story book	b. Play a record of the story for a good listening activity. If you have a book of the story, show the pictures as the children listen. Ask them to tell you when to turn the pages.

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

4. There are different groups of pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
SENSORY SKILLS Visual Skills Focuses attention on pictures Isolates each animal when counting Discriminates likenesses and differences among the physical characteristics of the animals Discriminates number sets Auditory Skills Listens to discussion ABSTRACTING SKILLS Conceptual Skills Knows animals and their body parts Knows physical characteristics of each animal Knows the type of food and care required by each animal Knows the type of container suitable for each animal Understands concept of a "subset" Recognizes number concepts--sets one to ten; sets with more, most, fewer, fewest members Association Skills Relates fur or hair, four legs, and box or cage with subclass mammals Relates feathers, two legs, and cage with subclass birds Relates scales, no legs, and water with subclass fish Relates animals which live in water and on land with subclass amphibians	7. Basic Activity Locate a picture of each pet you have discussed or seen during your pet activities. Display these pictures in random order in front of the children. Ask the children to count the animals to determine the number of the set. Explain that animals that are alike in certain ways belong to special animal groups (subsets). In one special group (subset), all the animals have four legs and either hair or fur on their bodies. Ask the children to identify all the pets they can find which would belong to this group (cat, dog, pony, gerbil, guinea pig, rabbit). Group these pictures together. Ask the children to identify the number of this animal subset. Continue with the birds, a subset of animals with two legs and feathers; fish, a subset of animals that have no legs, have scales, and must live in the water; and finally, the subset of animals that live both in water and on land. When you have finished grouping the animals in their special subsets, ask the children to find the subset with the most members and the subset with the fewest members. Point to one subset and ask the children to find another that has more members than this one or fewer members than this one. Assessment Activity Play a classification game to sort pets into the most common groups or classes. In a bag, place several pictures of each pet you have discussed. Decorate four medium-size

UNIT UNDERSTANDING: J. Some families have special animals to care for called pets.

BASIC SKILLS TO BE DEVELOPED	INSTRUCTIONAL ACTIVITIES
Classification Skills Comprehends subclasses of animals--mammals, birds, fish, amphibians RESPONSE SKILLS Verbal Skills Counts animals in a group Identifies number concepts Identifies animals which belong to a specific subclass Labels animals during game Describes characteristics of each animal subclass Motor Skills Locates subset of animals which has more, most, fewer, fewest members as compared to another given set Chooses bag which designates appropriate animal group during classification game	7. (cont.) paper bags with a symbol to represent each group--a fish bowl filled with water and plants for fish; a cage for birds; a bowl with some water and a rock for amphibians; a box, dog house, and square cage for the mammals. Give each child a turn to select a picture, identify the animal, and find the appropriate bag for it. Encourage the child to identify the specific characteristics of the animal group he selects. After all the pictures have been sorted, play a number game with the sets of animals in the bags.

IV. Instructional Materials

BOOKS		SOURCE
The Apple Book	Martin, D.	Golden Press, 1964 (Golden Book for Kindergarten)
Are You My Mother?	Eastman, P. D.	Beginner Books, 1960
Becky Lou in Grandmother's Day	Craig, H., & Craig, S.	T. S. Dennison & Co., Inc., 1961
Best Word Book Ever	Scarry, R.	Golden Press, 1963 (Giant Golden)
Big Beds and Little Beds	Seymour, D. Z.	Wonder Book, 1965 (Early-Start Preschool Reader)
The Big Honey Hunt	Berenstein, S., & Berenstein, J.	Random House, 1962
The Big World and the Little House	Krauss, R.	Harper & Brothers, 1949
The Cat Book	Pfloog, J.	Golden Press, 1964 (Golden Shape)
Childcraft Volume 1--Poems and Rhymes "Rhymes of Life at Home" "Poems about Pets and Grownups" Volume 2--Stories and Fables "The House That Jack Built" Volume 8--How Things Work		Field Enterprises Educational Corp., 1966
The Color Kittens	Brown, M. W.	Golden Press, 1958 (Giant Golden)
Come Play With Me	Watts, M.	Whitman Publishing Co., 1963 (Giant Tell-A-Tale)
Crunch, Crunch	Kessler, E., & Kessler, L.	Doubleday & Co., 1955 (Junior Books)
Daddies, What They Do All Day	Puner, H. W.	Lothrop, Lee & Shepard Co., 1946
The Dog Book	Pfloog, J.	Golden Press, 1964 (Golden Shape)

BOOKS		SOURCE
Everybody Has a House and Everybody Eats	Green, M. M.	Young Scott Books, 1961
Grandmother and I	Buckley, H. E.	Lothrop, Lee & Shepard Co., Inc., 1964
A House for Everyone	Miles, B.	Alfred A. Knopf, 1958
The House That Jack Built	Frasconi, A. (Ill.)	Harcourt, Brace and Co., 1958
The Indoor Noisy Book	Brown, M. W.	Harper & Row, 1942
Is This You?	Krauss, R., & Johnson, C.	William R. Scott, 1955
I Want To Be A Homemaker	Green, C.	Childrens Press, 1961
Let's Find Out About Houses	Shapp, M., & Shapp, C.	Franklin Watts, Inc., 1962
Little Black, a Pony	Farley, W.	Random House, Inc., 1961 (Beginner)
Little Black Puppy	Zolotow, C.	Golden Press, 1960
A Little House of Your Own	DeRagniers, B. S.	Harcourt, Brace & World, Inc., 1954
The Little Red Hen	Miller, J. P. (Ill.)	Golden Press, 1954 (Little Golden)
Mommies at Work	Merriam, E.	Alfred A. Knopf, 1961
My Father Can Fix Anything	Watts, M.	Whitman Co., 1965 (Big Tell-A-Tale)
My House Book	Miller, J.	Golden Press, 1966 (Golden Shape)
My Own Little House	Kaune, M. B.	Follett Publishing Co., 1957
My Very Own Puppy	Deletaille, A.	Golden Press, 1966 (Read-It-Yourself)
The New Baby	Shane, H., & Shane, R.	Simon and Schuster, 1948

BOOKS		SOURCE
The No-Bark Dog	Williamson, S.	Follett Publishing Co., 1962
One Boy Lives in My House	White, F.	Whitman Publishing Co., 1965 (Big Tell-A-Tale)
Papa Small	Lenski, L.	Henry Z. Walck, Inc., 1951
The Parrot Book	Tibor, G.	Golden Press, 1965 (Golden Shape)
Patrick Will Grow	Bond, G. B.	Whitman Publishing Co., 1966 (Small World Library)
Playful Puppy	Hazen, B. S.	Golden Press, 1967 (Golden Square)
Sad Day Glad Day	Thompson, V. L.	Scholastic Book Service, 1962
Sam	Scott, A. H.	McGraw-Hill Book Company, 1967
Scamp--The Adventures of a Little Puppy	Bedford, A. N.	Golden Press, 1957 (Little Golden)
Ted and Nina Have a Happy Rainy Day	de Angeli, M.	Doubleday, Doran and Company, Inc., 1936
Things in My House	Kaufman, J.	Watkins-Strathmore Co., 1963 (Storyland)
This Room Is Mine	Wright, B. R.	Whitman Publishing Co., 1966 (Small World Library)
The Three Bears	Sharpe, G. (Ill.)	Whitman Publishing Co., 1965 (Giant Tell-A-Tale)
The Three Bears	Webbe, E. (Ill.)	Rand McNally & Co., 1959 (Giant Book)
Three Little Kittens	Masha (Ill.)	Golden Press, 1963 (Big Golden)
The Three Little Pigs	Banta, M., & Dempster, A.	Golden Press, 1948 (Little Golden)
The Tiny Little House	Clymer, E.	Atheneum, 1964
Upstairs and Downstairs	Johnson, R.	Thomas Y. Crowell Co., 1962
A Very Special House	Krauss, R.	Harper & Brothers, 1953

BOOKS		SOURCE
What Do Mothers Do?	Knoche, N. R., & Jones, M. V.	Whitman Publishing Co., 1966 (Small World Library)
The What's That Book	Walliser, B.	Grosset & Dunlap, 1964
The Wonderful House	Brown, M. W.	Golden Press, 1960 (Read-It-Yourself)

FILMS	SOURCE
City Pets: Fun and Responsibility (11 min., b/w)	Coronet Films
The New House: Where It Comes From (11 min., b/w)	Coronet Films
Our Family Works Together (11 min., b/w)	Coronet Films

RECORDS	SOURCE
Nursery and Mother Goose Songs (3 - 78 rpm) The Three Little Kittens	Bowmar Records
Sing a Song of Home, Neighborhood and Community (4 - 78 rpm) Songs: Helping Mother Fun With Daddy Let's Build a House	Bowmar Records
Sounds Around Us Sounds Around the House	Scott, Foresman and Co.
Three Little Kittens (45 rpm)	Golden Records (Book and Record Set)
Three Little Pigs (45 rpm)	Golden Records (Book and Record Set)
Walt Disney's Snow White and the Seven Dwarfs (12" L.P.) Songs: Heigh Ho Whistle While You Work	Walt Disney Productions

SONGS	SOURCE
The Fireside Book of Children's Songs Winn, M. and Miller, A. (Eds.)	Simon and Schuster, 1966
Eency Weency Spider (p. 92)	
The Mulberry Bush (p. 172) (Tune for "This Is the Way")	(See Appendix)
Joyfully Sing--Book 1 Hildner, V., et al. (Eds.)	Concordia Publishing House, 1961
Who Are You? (Tune for "Good Morning, Mr. Yellowbird")	(See Appendix)
The Magic of Music, Grade 1 Watters, L. E., et al. (Eds.)	Ginn & Co., 1965
The Bus (p. 145)	(See Appendix)
Music Round About Us Heller, R. (Ed.)	Follett Publishing Co., 1964
The House (p. 131)	(See Appendix)
Music Round the Clock Krone, M. T. (Ed.)	Follett Publishing Co., 1963
Fun to be a Helper (p. 15)	
Go In and Out the Window (p. 90)	
Tick Tock (p. 7)	
Three Little Kittens (p. 56)	
Song Flannel Board Packet	David C. Cook Publishing Co.
Helping and Sharing (No. A1526)	

POEMS, FINGERPLAYS, AND ACTION VERSES	SOURCE
Poems and Verses About the City Bissett, D. J. (Ed.)	Chandler Publishing Co., 1968
Apartment Houses (p. 23)	(See Appendix)

POEMS, FINGERPLAYS, AND ACTION VERSES	SOURCE
Poems and Verses About the City (cont.) Bissett, D. J. (Ed.)	Chandler Publishing Co., 1968
Fourth Floor! (p. 62)	
I Live Upstairs (p. 63)	
Next Door (p. 64)	
The Sidewalk Is My Yard (p. 65)	
Poems and Verses to Begin On Bissett, D. J. (Ed.)	Chandler Publishing Co., 1967
Everybody Says (p. 16)	
Jam (p. 31)	
Song for Supper (p. 33)	
Toaster Time (p. 29)	
Read-Together Poems Brown, H. A., & Heltman, H. J. (Eds.)	Harper & Row, Publishers, 1961
A Coffeepot Face (p. 4)	
Everybody Says (p. 35)	(See Appendix)
Mud (p. 42)	
Rhymes for Fingers and Flannel Boards Scott, L. B., & Thompson, J. J. (Eds.)	Webster Publishing Co., 1960
Here Are Mother's Knives and Forks (p. 80)	
Here's a Little Washboard (p. 82)	
Houses (p. 86)	
My Family (p. 78)	
Ten Little Clothespins (p. 83)	
These Are Grandmother's Glasses (p. 81)	
This Is a Fence (p. 85)	
This Is the Father (p. 78)	

POEMS, FINGERPLAYS, AND ACTION VERSES	SOURCE
Rhymes for Fingers and Flannel Boards (cont.) Scott, L. B., & Thompson, J. J. (Eds.)	Webster Publishing Co., 1960
This Is the Way (p. 84)	
Two Little Houses (p. 85)	

CHARTS AND STUDY PRINTS	SOURCE
Concept Builders	Instructo Corp.
Foods (No. 1201)	
Food Models in Full Color (No. FB12)	National Dairy Council
Giant Everyday Pictures	Instructo Corp.
Keeping Clean and Healthy (No. 1162)	
Language - Kit A	Ginn & Co.
Picture Cards and Stories: The Three Little Pigs (Unit 2) The Puppy and the Television (Unit 7)	
Picture Cards: Foods (Unit 10) Pets (Unit 16)	
Peabody Language Development Kit Level #1 - Stimulus Cards	American Guidance Service, Inc.
Activity Cards Animal Cards--Pets Clothing Cards Fruit and Vegetable Cards Food Cards Household Cards Miscellaneous Cards--Tools People Cards--Family	
Teaching Pictures	David C. Cook Publishing Co.
Community and Home Helpers (No. A890)	
Food and Nutrition (No. A1532)	

CHARTS AND STUDY PRINTS	SOURCE
Teaching Pictures (cont.)	David C. Cook Publishing Co.
Safety (No. A867)	
Social Development (No. A1533)	

FLANNELBOARD AND MAGNETIC BOARD SETS	SOURCE
DARCEE Flannelboard Sets	
The Three Bears	(See Appendix)
The Three Little Kittens	(See Appendix)
The Three Little Pigs	(See Appendix)
Willie the Weatherboy	(See Appendix--units All About Me, Autumn)
David C. Cook Flannelgraph Sets	David C. Cook Publishing Co.
Song Flannel Board Packet Helping and Sharing (No. A1526)	
Instructo Flannel Board Aids	Instructo Corp.
Arithmetic Readiness (No. 27)	
Balanced Meals (No. 277)	
Classification (No. 36)	
Members of the Family (No. 149)	
The Negro Family (No. 132)	
Nutrition (No. 276)	
The Three Pigs (No. 152)	
Instructo Magnetic Board Aids	Instructo Corp.
Magnetic Members of the Family (No. 582)	
Magnetic Pets (No. 575)	

FLANNELBOARD AND MAGNETIC BOARD SETS	SOURCE
Milton Bradley Flannel Board Materials	Milton Bradley Co.
Domestic Animals and Pets (No. 7828)	
The Family (No. 7834)	

ACTIVITY KITS AND INSTRUCTIONAL GAMES	SOURCE
Ed-U-Cards Lotto Games	Ed-U-Cards Mfg. Co.
Around the House "Puzzle-Lotto" Game (No. 551)	
Object Lotto (No. 127)	
The World About Us Lotto (No. 115)	
Instructo Activity Kits	Instructo Corp.
The Classification Game (No. 1014)	
My Home and Family (No. 1033)	
Simple Object Bingo (No. 4633)	Whitman

PUZZLES AND SEQUENCE BOARDS	SOURCE
Judy Puzzles	The Judy Co.
Billy (No. 58, 9 pcs.)	
Boy (No. 212, 6 pcs.)	
Cat (No. 24, 11 pcs.)	
Dog (No. 201, 3 pcs.)	
Dog (No. 5, 13 pcs.)	
Girl (No. 213, 6 pcs.)	
House (No. 17, 20 pcs.)	
Kitten (No. 202, 3 pcs.)	

PUZZLES AND SEQUENCE BOARDS	SOURCE
Judy Puzzles (cont.)	The Judy Co.
Sharing (No. 76, 21 pcs.)	
Susie (No. 59, 12 pcs.)	
Three Pigs (No. 47, 20 pcs.)	
Turtle (No. 31, 10 pcs.)	
Judy See-Quees	The Judy Co.
Baking a Cake (No. Q56, 4 frames)	
Building a House (No. Q9, 12 frames)	
Choosing a Pet (No. Q11, 12 frames)	
Goldilocks (No. Q3, 12 frames)	
Helping Mother (No. Q70, 6 frames)	
Three Pigs (No. Q2, 12 frames)	
Playskool Puzzles	Playskool, Inc.
Cats (No. 175-4, 13 pcs.)	
Dog Group (No. 360-28, 18 pcs.)	
For My Bath (No. 155-16, 4 pcs.)	
I Set the Table (No. 155-24, 5 pcs.)	
Kitten (No. 275-20, 14 pcs.)	
My Baby Pets (No. 155-14, 4 pcs.)	
Old Woman in the Shoe (No. 185-15, 16 pcs.)	
Three Bears (No. 185-10, 20 pcs.)	
Three Pigs (No. 360-22, 21 pcs.)	
Sifo Puzzles	Sifo Co.
Carpenter's Tools (No. 1H5, 6 pcs.)	
Children's Pets (No. 7H0, 5 pcs.)	

PUZZLES AND SEQUENCE BOARDS	SOURCE
Sifo Puzzles (cont.)	Sifo Co.
Kitty (No. 24T8, 9 pcs.)	
Old Woman in the Shoe (No. 11M6, 23 pcs.)	
The Three Bears (No. 4M8, 16 pcs.)	
Three Little Pigs (No. 2M8, 23 pcs.)	

CONSTRUCTION MATERIALS	SOURCE
American Plastic Bricks (No. 730)	Playskool, Inc.
Hammer Nail Set (No. 511)	Playskool, Inc.
Kindergarten Blocks (Nos. 610, 615, 620)	Playskool, Inc.
Kinder School Blocks	Sifo Co.

MODELS AND DRAMATIC ACTIVITY MATERIALS	SOURCE
Bendable Rubber Family (No. B492--Negro) (No. B292--White)	Creative Playthings, Inc.
Doll house and furniture	
Door Knob Telephone (No. 488)	Playskool, Inc.
Dress-up clothes, male and female	
Housekeeping Center: stove, refrigerator, sink, table, chairs, dishes, ironing board and iron, doll bed and dolls, full-length mirror, etc	
Judy Story Sets	The Judy Co.
Judy's Friends (No. ST-1)	
Negro Family (No. ST-11, small models) (No. 911, large models)	

MODELS AND DRAMATIC ACTIVITY MATERIALS	SOURCE
Judy Story Sets (cont.) White Family (No. ST-2, small models) (No. 912, large models)	The Judy Co.
Paper dolls (families)	
Rubber Family Hand Puppets (No. G550--Negro) (No. G450--White)	Creative Playthings, Inc.
Telephones (out-dated models)	Bell Telephone Co.
Vinyl Baby Dolls (No. D267, D197--Negro) (No. D266, D198--White)	Creative Playthings, Inc.
Wood bench and tools	
Wood Laundry Set (No. Q135)	Creative Playthings, Inc.

DEMONSTRATION MATERIALS AND EQUIPMENT

Activities

D-1	Construction materials--brick, stone, cement block, wooden board
D-4	Dramatization props for "The Three Little Pigs" story--brick, bundle of small sticks, bundle of straw
D-6	Film projector (16 mm)
F-2	Dramatization props for "The Three Bears" story--bowls, spoons, chairs, towels or blankets, pillow, apron, necktie
G-4, G-8	Pots and pans, cooking utensils
G-5	Equipment and utensils for preparing potatoes in several different ways
G-6, G-8	Empty food containers for model refrigerator
G-7, G-8 G-9, G-10	Objects and utensils used at the sink, and objects and food containers which would be stored in a kitchen cabinet
G-12	Collection of household objects which make a sound

DEMONSTRATION MATERIALS AND EQUIPMENT

Activities

I-1	Film projector (16 mm)
I-3	Equipment and supplies to houseclean classroom
J-1	Film projector (16 mm)
J-6	Dramatization props for "The Three Little Kittens" story--three pairs of mittens, apron, clothesline, clothespins, wash basin, pie pan

TEACHER-MADE MATERIALS		SOURCE
Activities		
A-1, A-3, A-4	Wall Display: Family	(See Appendix)
A-3, A-5, B-1	Photographs of children's families	(See Appendix)
C-1, C-2	Wall Display: House	(See Appendix)
D-4	Flannelboard Story Set: "The Three Little Pigs"	(See Appendix)
	Dramatization props--pig masks and tails	
E-1, E-2, E-3	Wall Display: House (additions)	(See Appendix)
F-1	Doll house (to be made with the children)	(See Appendix)
F-2	Flannelboard Story Set: "The Three Bears"	(See Appendix)
J-1, J-4	Patterns of pets for crayon rubbings and pasting activity	coloring books, animal stencils
J-6	Flannelboard Story Set: "The Three Little Kittens"	(See Appendix)

PUBLISHERS

Abelard-Schuman, Ltd.
62 West 45th Street
New York, New York 10003

Abingdon Press
201 8th Avenue South
Nashville, Tennessee 37203

American Book Company
450 West 33rd Street
New York, New York 10001

American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minnesota 55014

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122 E. 42nd Street
New York, New York 10017

Beginner Books, Inc.
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Library Service, Inc.
(See: Random House, Inc.)

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1900 Narragansett
Chicago, Illinois 60639

Big Golden
(See: Western Publishing Co.)

Chandler Publishing Company
124 Spear Street
San Francisco, California 94105

Childrens Press, Inc.
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Chicago, Illinois 60607

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New York, New York 10003

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New York, New York 10036

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511 Franklin Avenue
Garden City, New York 11530

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Paramus, New Jersey 07652

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510 Merchandise Mart Plaza
Chicago, Illinois 60654

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201 North Wells Street
Chicago, Illinois 60606

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Golden Press, Inc.
(See: Western Publishing Co.)

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(See: Random House)

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New York, New York 10022

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New York, New York 10019

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Chicago, Illinois 60607

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1300 Alum Creek Drive
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105 Madison Avenue
New York, New York 10017

Parents' Magazine Press
52 Vanderbilt Avenue
New York, New York 10017

Platt & Munk
Division of Child
Guidance Products, Inc.
1055 Bronx River Avenue
Bronx, New York 10472

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200 Madison Avenue
New York, New York 10016

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201 East 50th Street
New York, New York 10022

Scholastic Book Services
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Glenview, Illinois 60025

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333 Avenue of Americas
New York, New York 10014

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259 East Erie Street
Chicago, Illinois

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New York, New York 10017

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630 Fifth Avenue
New York, New York 10020

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Evanston, Illinois 60204

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Dallas, Texas 75221

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Henry Z. Walck, Inc.
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New York, New York 10003

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Western Publishing Company, Inc.
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Whittesey House
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(See: Grosset & Dunlap, Inc.)

Young Scott Books
(See: William R. Scott, Inc.)

RECORDS AND FILMS

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Box 235
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Concept Records
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North Bellmore, Long Island
New York 11710

Cornell University Records
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Ithaca, New York 14850

Coronet Films
Coronet Building
Chicago, Illinois 60601

MANUFACTURING COMPANIES FOR INSTRUCTIONAL MATERIALS

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David C. Cook Publishing Co.
850 North Grove Avenue
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Creative Playthings
Princeton, New Jersey 08540

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Minneapolis, Minnesota

Educational Teaching Aids Division
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New York, New York 10022

Grade Teacher
23 Leroy Avenue
Darien, Connecticut 0682[illegible]

The Judy Company
310 North Second Street
Minneapolis, Minnesota 55401

Instructo Corporation
Paoli, Pennsylvania 19301

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

Playskool (Research)
3720 North Redzie Avenue
Chicago, Illinois

Society for Visual Education, Inc.
1345 Diversey Parkway
Chicago, Illinois 60614

Teaching Resources, Inc.
100 Boylston Street
Boston, Massachusetts 02116

V. Appendix

WALL DISPLAY: FAMILY

Activities A-1, A-3, A-4

Sketch of Family

Suggested Materials for Family Wall Display

butcher paper (figures)

tempera paint--red (father's shirt)
dark blue (girl's skirt)
light blue (girl's blouse)
dark green (boy's pants)
light green (baby's playsuit)
yellow (boy's shirt)
purple (mother's dress)
brown (father's pants)
white (trim on clothing, boy's shoes)

Suggested Procedure for Making Family

1. Draw dressed figures on butcher paper. When drawing the clothing, include examples of collars, cuffs, pockets, ruffles, zippers, belts, buttons. Make figures as close to life-size as possible.

2. Paint figures.

3. Cut out the figures and mount on wall with masking tape curls.

SONG: "Good Morning, Mr. Yellowbird"

Activity A-4

Source of Tune

"Who Are You?"
Joyfully Sing -- Book 1 (p. 52)
Hildner, V., et. al. (Eds.)
Concordia Publishing House, 1961

Words for Song

Verse 1

T: Good morning, Mr. Yellowbird, Yellowbird, Yellowbird,

T: Good morning, Mr. Yellowbird,

T: And who are you? (teacher points to a child)

Verse 2

C: My name is Vincent Taylor, Taylor, Taylor, (child sings own name)

C: My name is Vincent Taylor,

C: And who are you? (child points to another child who sings verse 2: "My name is . . .")

Continue the song until each child and teacher has had a turn to sing his name.

POEM: "Everybody Says"

Activity A-5

Source of Poem

Read-Together Poems (p. 35)
Brown, H. A., & Heltman, H. J. (Eds.)
Harper & Row, 1961

Words for Poem

Teacher or All: Everybody says

Child: I look just like my mother,

Teacher or All: Everybody says

Child: I'm the image of Aunt Bee,

Teacher or All: Everybody says

Child: My nose is like my father's,

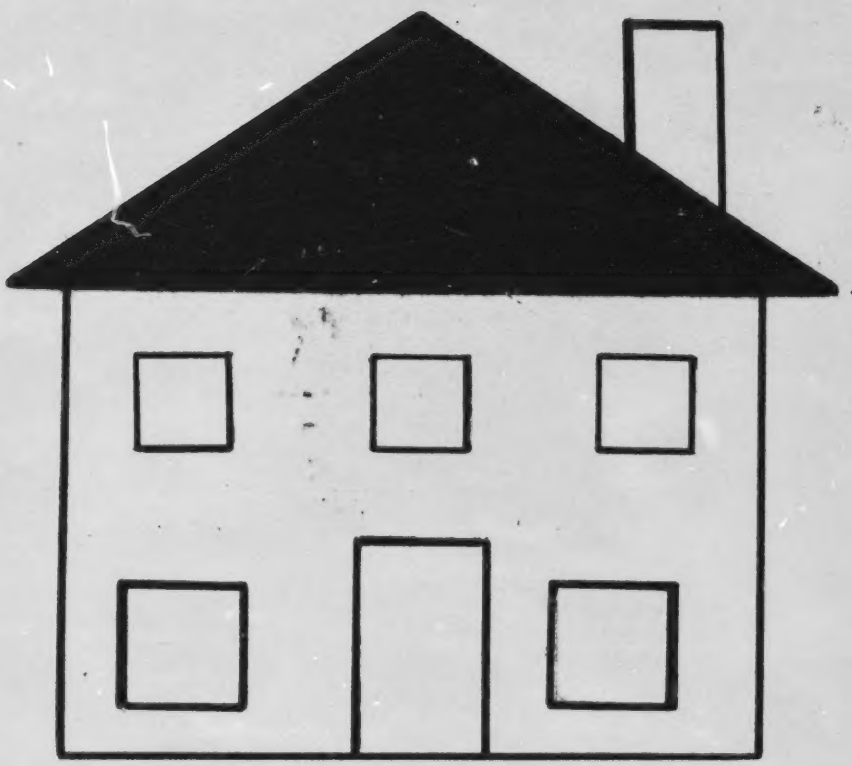
All: But I want to look like me.

Dorothy Aldis

WALL DISPLAY: HOUSE

Activities C-1, C-2

Sketch of House



Suggested Materials for House Wall Display

butcher paper, corrugated paper, or construction paper -- about 3' x 3' for main section of house

construction paper (windows, door, chimney)

paint -- for square section of house and roof if butcher paper or corrugated paper is used

Suggested Procedure for Making House

1. Construct the house so that it will illustrate three basic shapes:

   triangle -- roof
   square -- house (large), windows (small)
   rectangle -- door (large), chimney (small)

2. Cut the main section of the house and a roof to fit.

3. Paint and decorate the house to resemble a house in which your children might live (brick, wood, cement block).

4. Place the house on the wall using masking tape curls.

5. Add the door, chimney, and windows if these parts were not added in Step 3. (More parts will be added to the house in E.)

ACTION SONG: "The House"

Activity C-1

Source of Song

Music Round About Us (p. 131)
Heller, R. (Ed.)
Follett Publishing Co., 1964

Words for Song

This is the roof of the house so good.

These are the walls that are made of wood.

These are the windows that let in light.

This is the door that shuts so tight.

This is the chimney straight and tall.

What a good house for us, one and all.

Suggested Actions for Song

Roof: Hands up, finger tips touching, bottom of hands spread apart.

Walls: Hands up parallel.

Windows: Thumbs touching, index fingers up.

Door: Hands parallel with thumbs touching; bring fingers of both hands together on tight.

Chimney: Hands clasped, one index finger up.

Good: Nod head.

POEM: "Apartment Houses"

Activity D-3

Source of Poem

Poems and Verses About the City (p. 23)
Bissett, D. J. (Ed.)
Chandler Publishing Co., 1968

Words for Poem

Apartment houses on our street
Stand side by side.
Some of them are narrow,
Some are wide.

Some of them are low,
Some are high;
Some of them have towers
That reach into the sky.

All of them have windows,
Oh, so many!
There is not one house
That doesn't have any.

James S. Tippett

FLANNELBOARD STORY SET: "The Three Little Pigs"

Activity D-4

Source of Patterns

Mrs. June Miller
DARCEE Lead Teacher, Center Director

Suggested Materials

patterns--pig, tail, jacket, wolf, straw house, stick house, brick house, roof, pot, flames and sticks (fire)

felt--tan (pigs and tails)
light brown (stick house)
dark brown (wolf, sticks for fire)
red (jacket, brick house, wolf's tongue)
green (jacket)
blue (jacket)
yellow (straw house)
orange (flames for fire)
black (pot)

felt pen--fine tip (trim on figures)

straw (straw house)

twigs (stick house)

white glue

scissors

Suggested Procedure for Making Story Set

1. Cut: 3 pigs, 3 tails (tan)
3 jackets (red, green, blue)
straw house (yellow)
stick house (light brown)
brick house (red)
roof for brick house (black)
wolf (dark brown)
sticks (dark brown)
flames (orange)
pot (black)

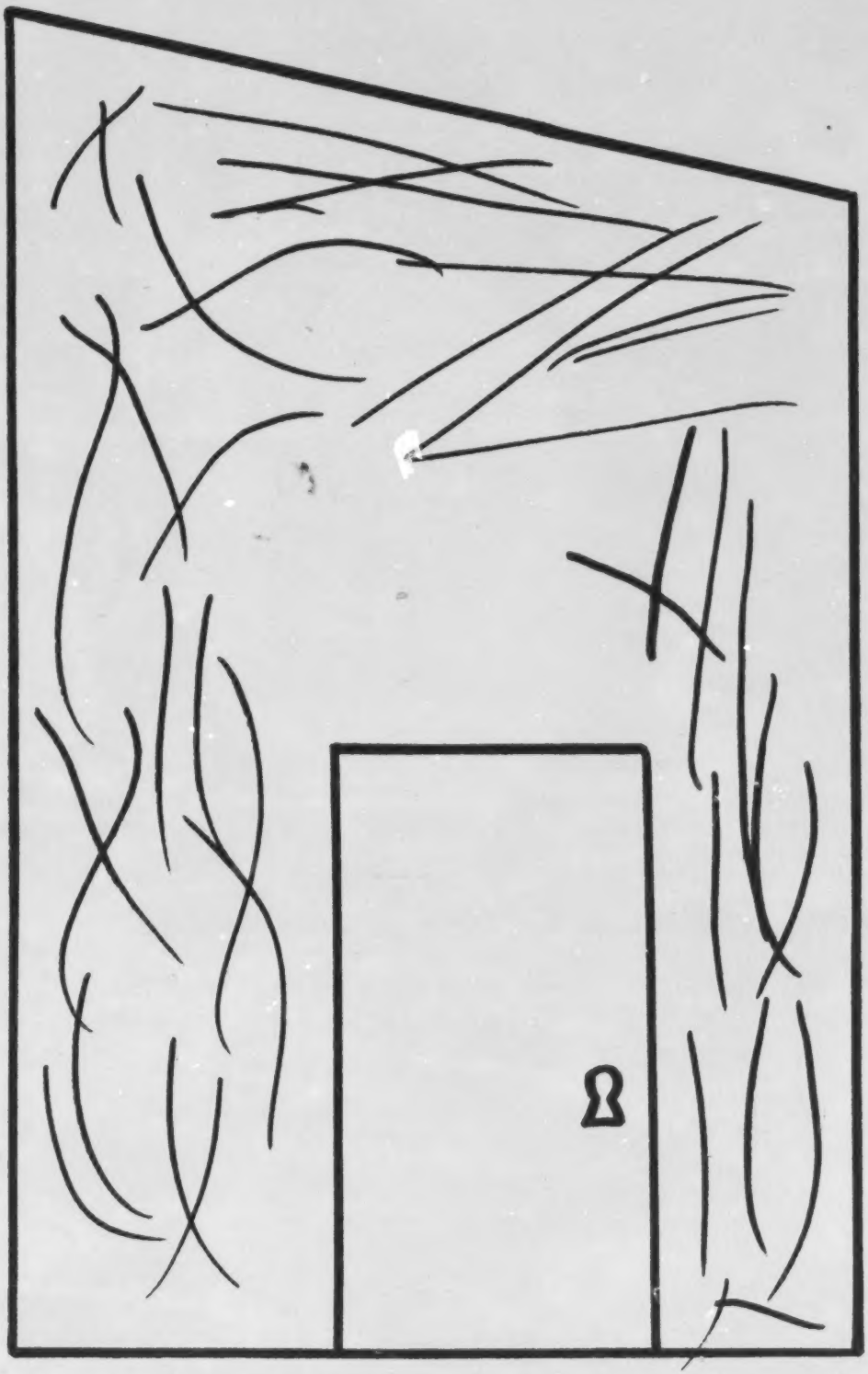
2. Glue: tails and jackets to pigs
roof to brick house
flame to sticks

3. Draw features and trim on pigs, wolf, and houses

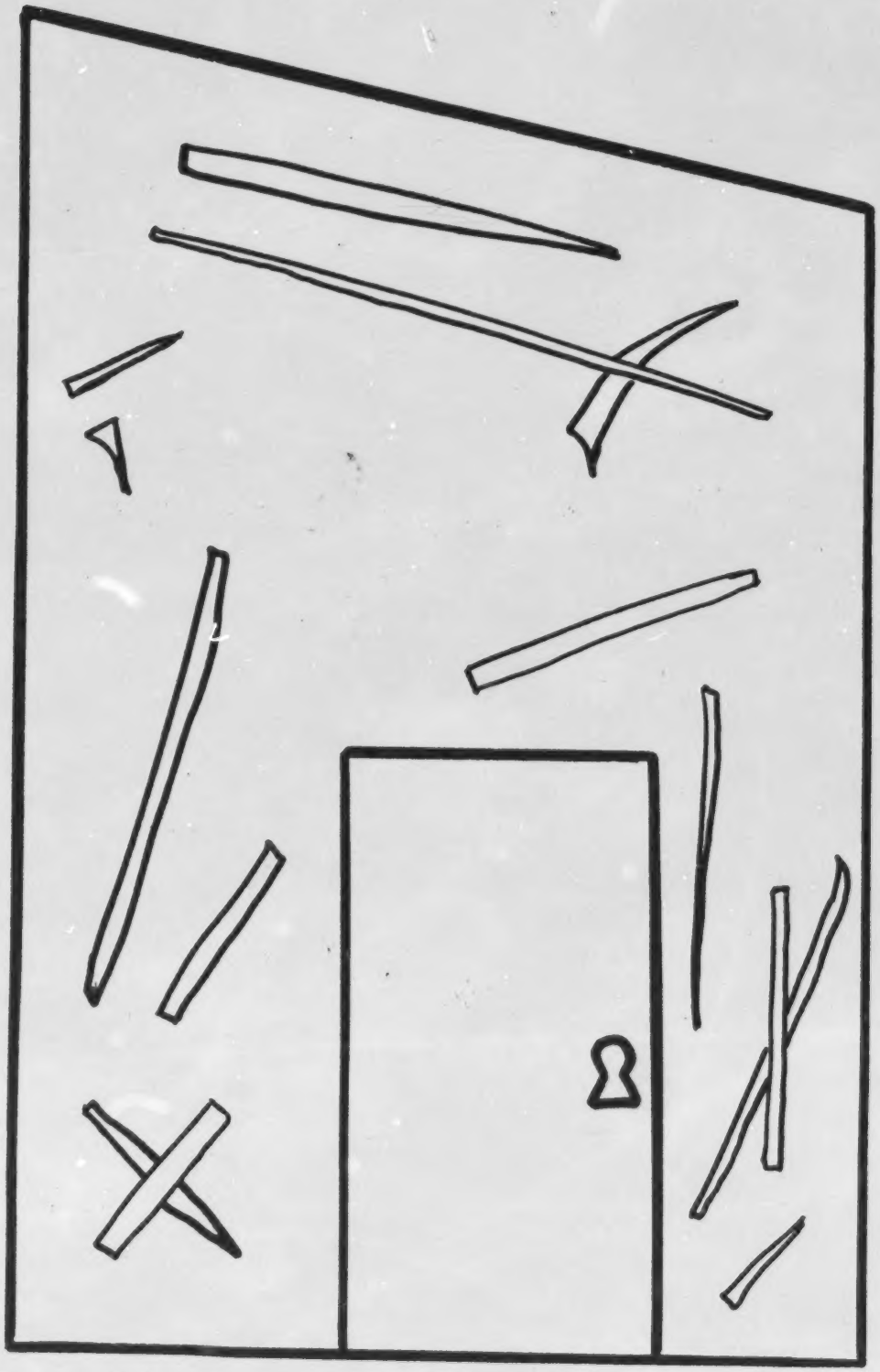
4. Glue: small twigs to stick house
pieces of straw to straw house

Patterns for "The Three Little Pigs" Story Set

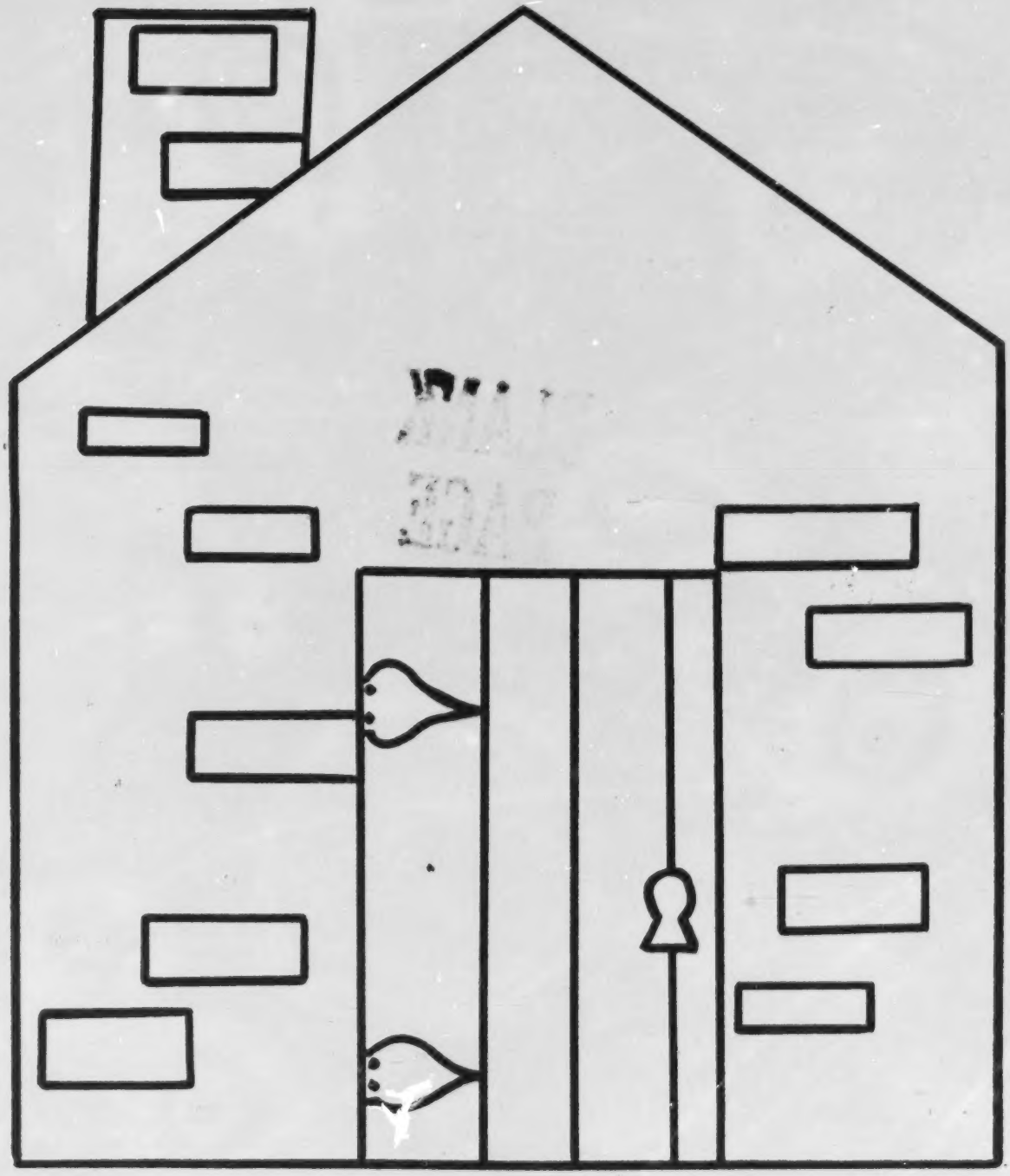
Patterns for "The Three Little Pigs" Story Set



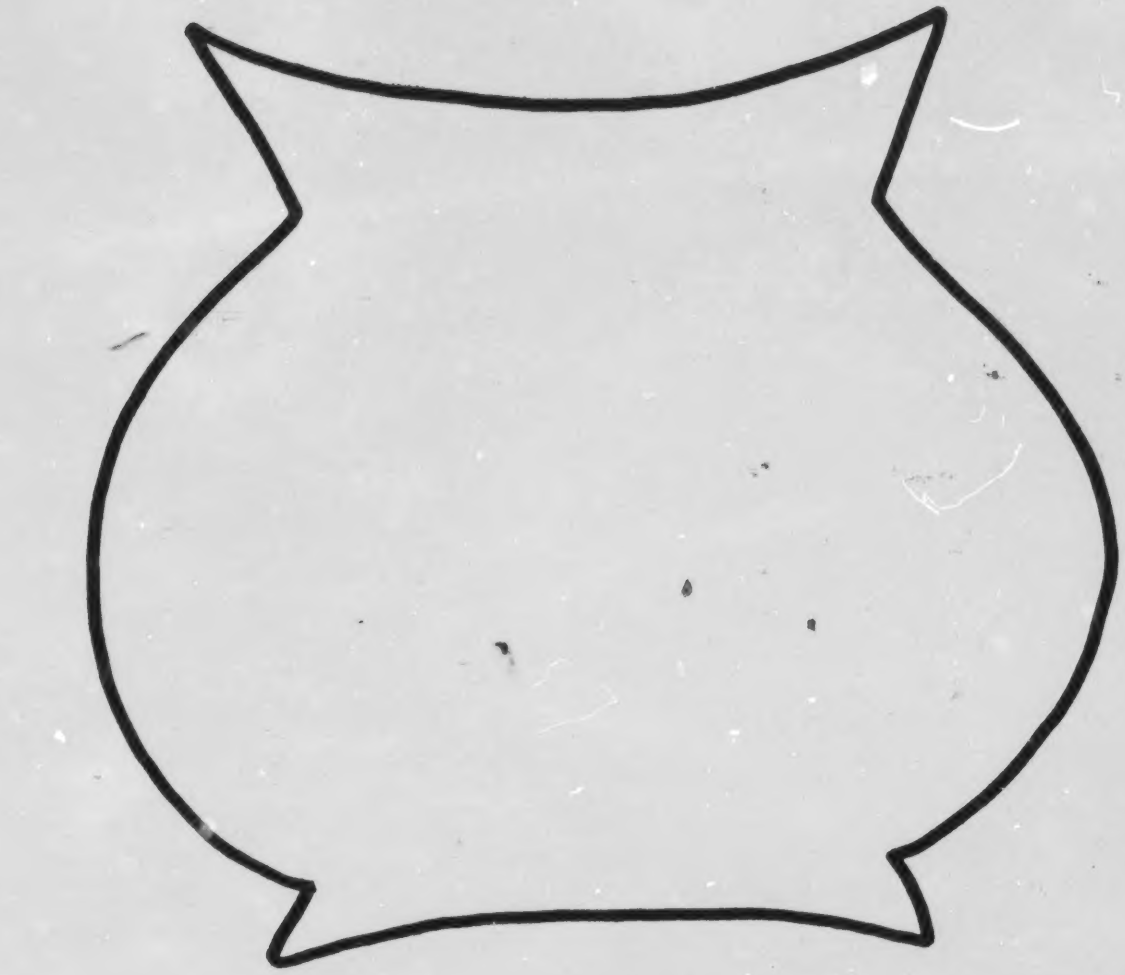
Patterns for "The Three Little Pigs" Story Set

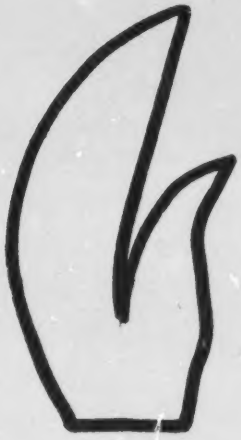


Patterns for "The Three Little Pigs" Story Set



Patterns for "The Three Little Pigs"
Story Set





Patterns for "The Three Little Pigs" Story Set

ACTION SONG: "The Bus"

Activity D-7

Source of Song

The Magic of Music--Grade 1 (p. 145)
Watters, L. E., et al. (Eds.)
Ginn & Co., 1965

Words for Song

The people on the bus go up and down, up and down, up and down.
The people on the bus go up and down, all through the town.

The wheels on the bus go round and round, round and round, round and round.
The wheels on the bus go round and round, all through the town.

The horn on the bus goes toot-toot-toot, toot-toot-toot, toot-toot-toot.
The horn on the bus goes toot-toot-toot, all through the town.

The money in the box goes ding-ding-ding, ding-ding-ding, ding-ding-ding.
The money in the box goes ding-ding-ding, all through the town.

The wiper on the glass goes swish-swish-swish, swish-swish-swish,
swish-swish-swish.
The wiper on the glass goes swish-swish-swish, all through the town.

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Suggested Actions for Song (DARCEE)

Up and down:	Move body up and down.
Round and round:	Roll hands.
Toot:	Move hand as though striking a horn on a steering wheel.
Swish:	Move forearm back and forth like wipers.

Additional Verses (DARCEE)

The babies on the bus go wah-wah-wah . . .

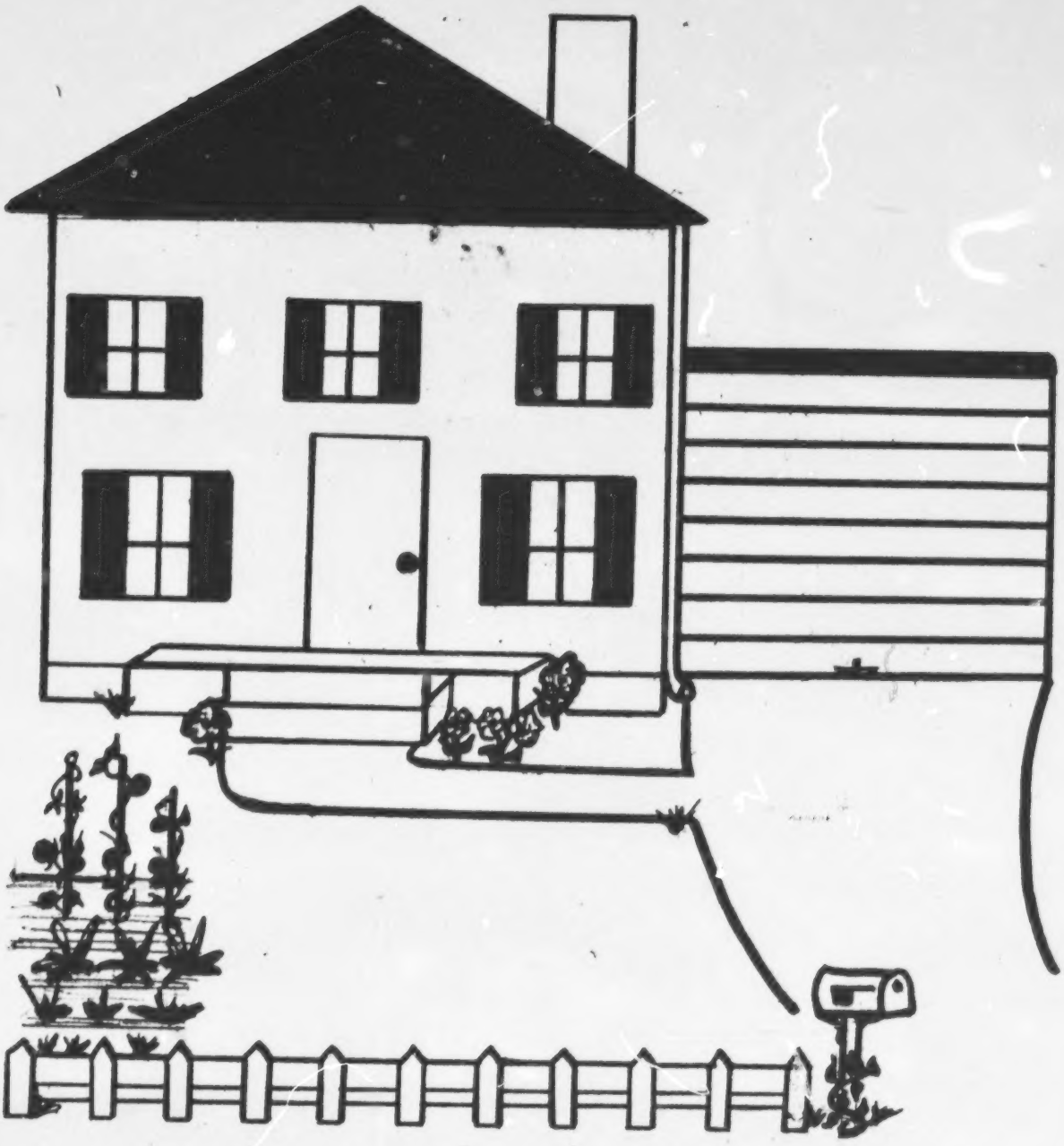
The driver on the bus says, "Move on back" . . .

The people on the bus go in and out . . .

WALL DISPLAY: HOUSE
(additions)

Activities E-1, E-2, E-3

Sketch of House with Additions



Suggested Materials for House Additions

construction paper

butcher paper and paint

Suggested Procedure for Making House Additions

1. The following parts should be made to add to the wall before and during activities with the children (check E-1, E-2, E-3):

foundation	yard -- lawn
porch	garden area
steps	flower bed area
shutters	fence
window sills	sidewalk
rainspout	garage or carport
door knob	driveway
mailbox	car

2. Use colors which both complement the color of the house and add variety to the total display. Try to include the following colors in the display: red, yellow, blue, green, orange, purple, brown, black, white, dark and light shades of colors.

FLANNELBOARD STORY SET: "The Three Bears"

Activity F-2

Source of Patterns

Mrs. June Miller
DARCEE Lead Teacher, Center Director

Suggested Materials

patterns--bears and clothing, Goldilocks and clothing, bowls, chairs, beds, stairs

felt--medium brown (bears)
cream (Goldilocks)
orange (Papa Bear's pants, bowl, chair, bed)
green (Mama Bear's skirt, bowl, chair, bed)
yellow (Baby Bear's suit, bowl, chair, bed, Goldilocks' hair, Papa Bear's necktie)
black (stairs, Goldilocks' shoes)
white (Mama Bear's apron and hat, Papa Bear's collar, Goldilocks' socks)

scissors

felt pen--fine tip (faces and trim)

white glue (clothing)

Suggested Procedure for Making Story Set

1. Cut: 3 bears (medium brown)
Papa Bear's pants, bowl, chair, bed (orange); necktie (yellow); collar (white)
Mama Bear's skirt, bowl, chair, bed (green); apron, hat (white)
Baby Bear's suit, bowl, chair, bed (yellow)
Goldilocks (cream)
Goldilocks' dress (blue), socks (white), shoes (black), hair (yellow)
stairs (black)

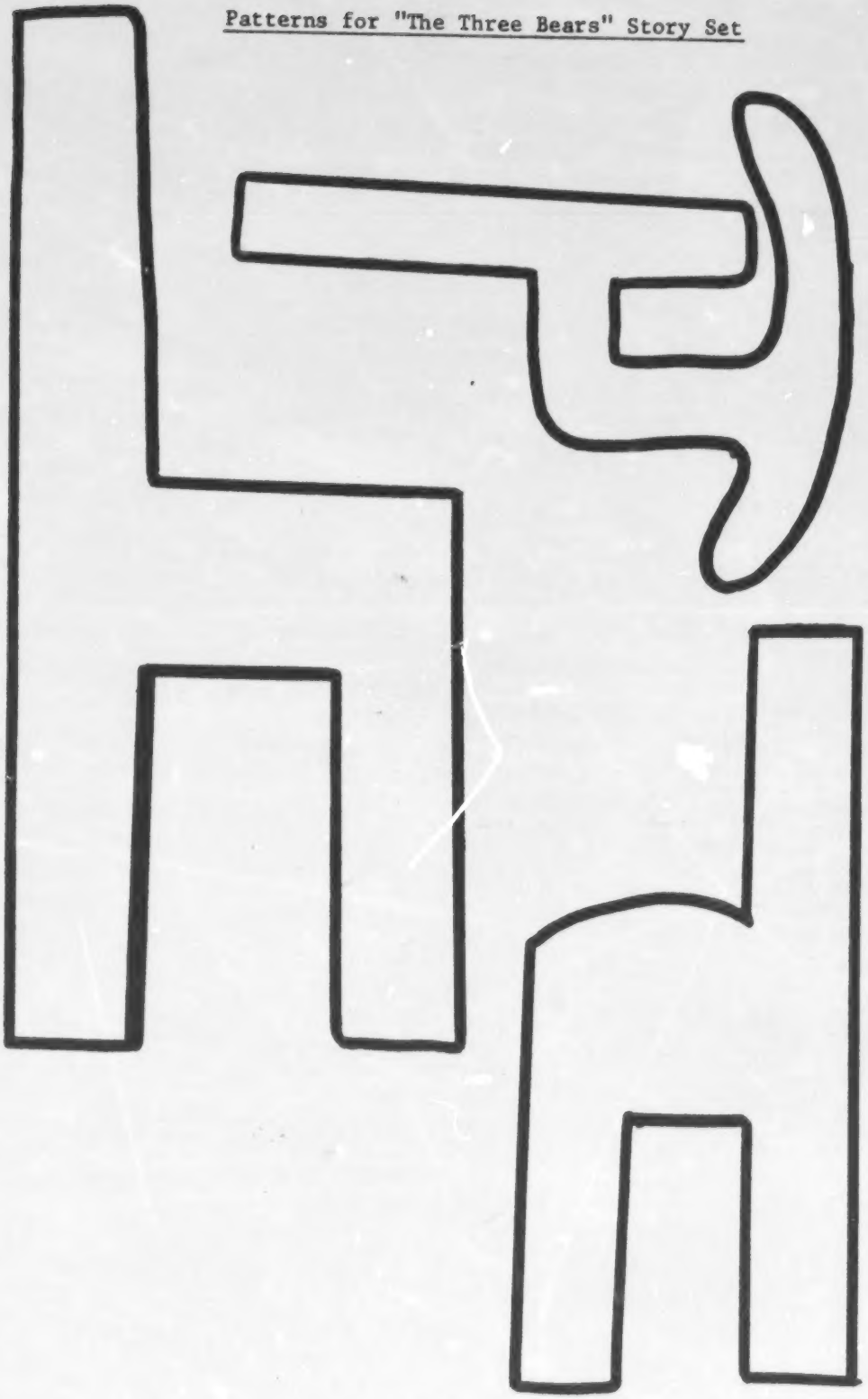
2. Glue: clothing to bears
clothing and hair to Goldilocks

3. Draw: faces on bears and Goldilocks
trim on clothing

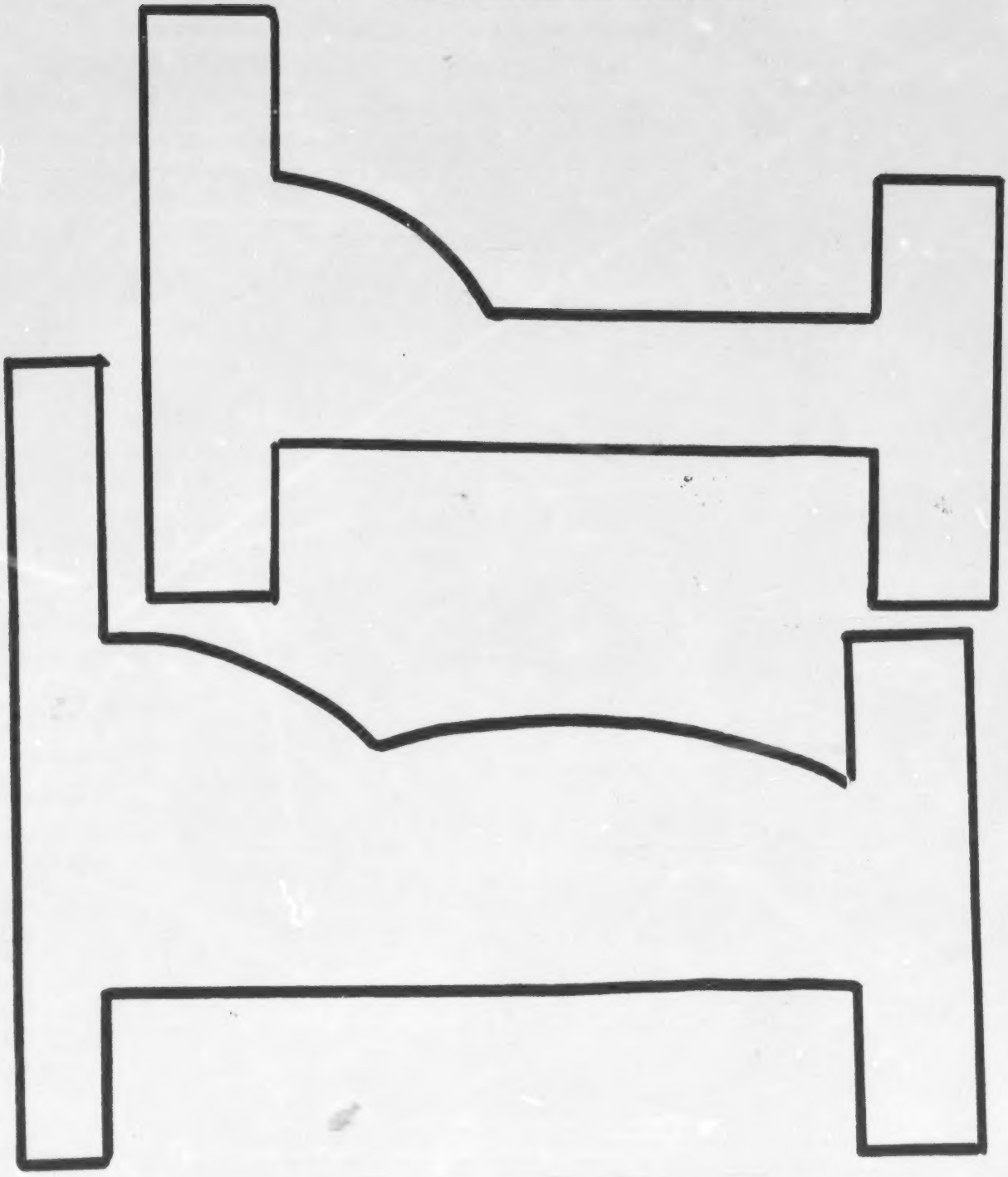
Patterns for "The Three Bears" Story Set

Patterns for
"The Three Bears"
Story Set

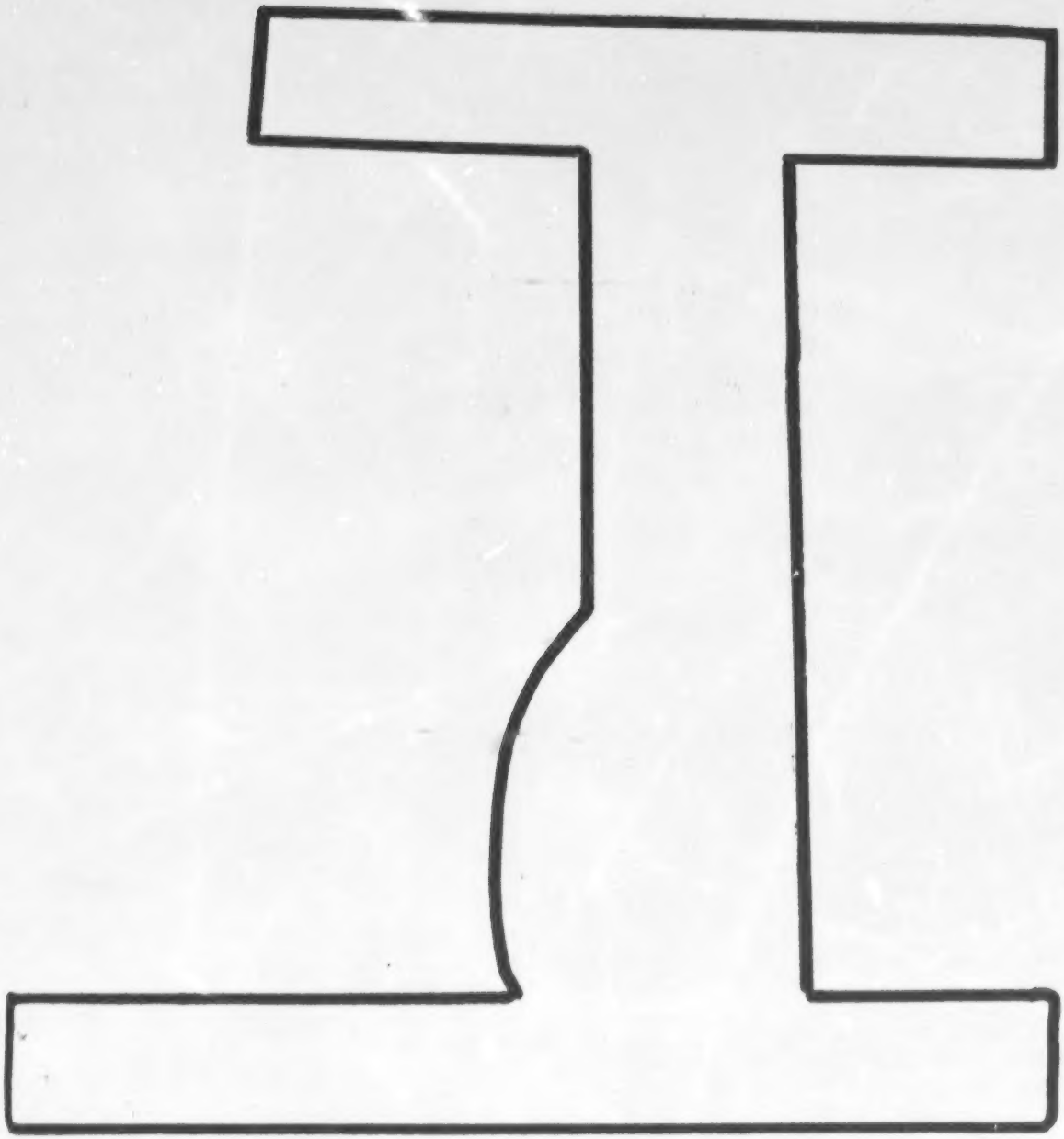
Patterns for "The Three Bears" Story Set



Patterns for "The Three Bears" Story Set



Patterns for "The Three Bears" Story Set



ACTION SONG: "The Mulberry Bush"

Activities G-12, I-3

Source of Song

The Fireside Book of Children's Songs (p. 172)
Winn, M., & Miller, A. (Eds.)
Simon and Schuster, 1966

Words for Song

Here we go round the mulberry bush, the mulberry bush, the mulberry bush,
Here we go round the mulberry bush, so early in the morning.

This is the way we wash our clothes, wash our clothes, wash our clothes,
This is the way we wash our clothes, so early Monday morning.

This is the way we iron our clothes, iron our clothes, iron our clothes,
This is the way we iron our clothes, so early Tuesday morning.

This is the way we scrub the floor, scrub the floor, scrub the floor,
This is the way we scrub the floor, so early Wednesday morning.

This is the way we sweep the house, sweep the house, sweep the house,
This is the way we sweep the house, so early Thursday morning.

This is the way we make a cake, make a cake, make a cake,
This is the way we make a cake, so early Friday morning.

This is the way we brush our hair, brush our hair, brush our hair,
This is the way we brush our hair, so early Saturday morning.

This is the way we go to church, go to church, go to church,
This is the way we go to church, so early Sunday morning.

FLANNELBOARD STORY SET: "The Three Little Kittens"

Activity J-6

Source of Patterns

Mrs. June Miller
DARCEE Lead Teacher, Center Director

Suggested Materials

patterns--mother cat, kitten, large dress, apron, small dress, pants, scrub board, washtub, pie

felt--gray (mother cat, 1 kitten, pie)
white (2 kittens, collars and cuffs, apron)
medium brown (1 kitten, washtub, scrub board, pie crust)
blue (kitten's dress, kitten's pants, water in tub, 1 pair mittens)
red (kitten's dress, 1 pair mittens)
yellow (kitten's dress, 1 pair mittens)
purple (mother cat's dress)

yarn--8", light weight (clothesline)

scissors

felt pen--fine tip (faces and trim)

white glue

Suggested Procedure for Making Story Set

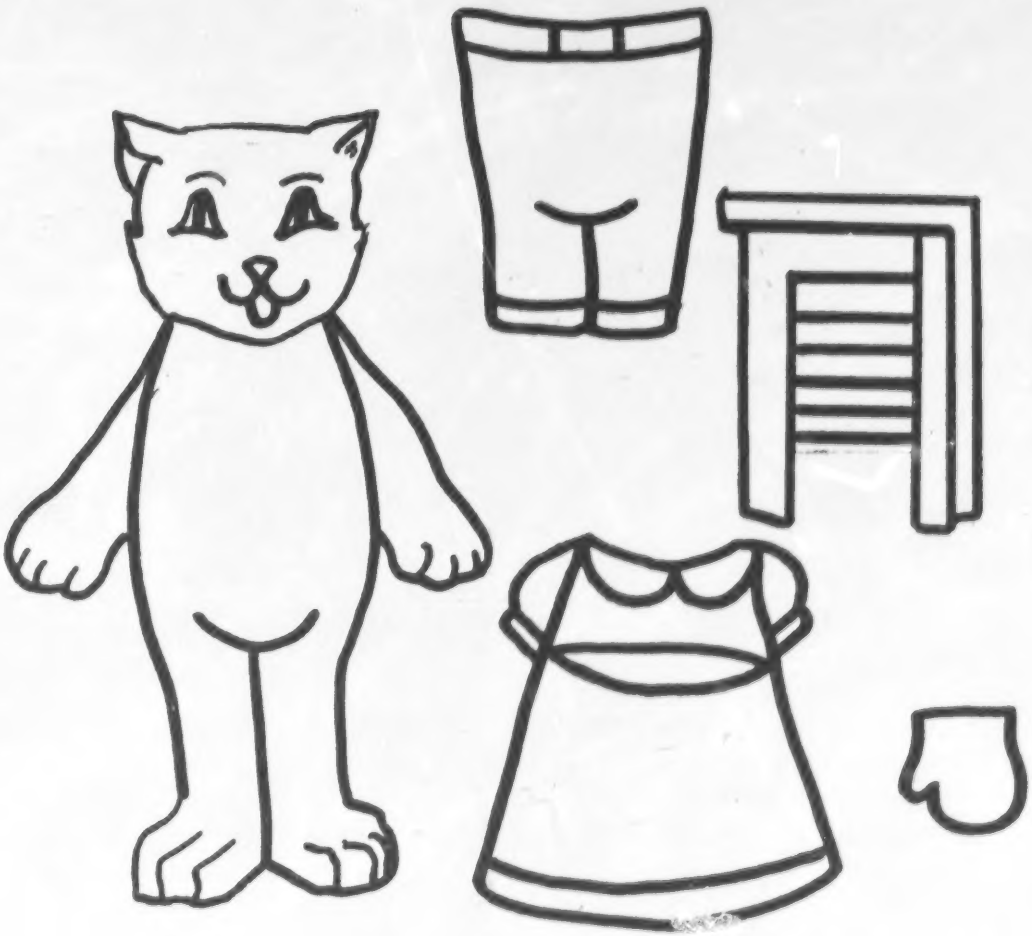
1. Cut: mother cat (gray)
4 kittens (1 gray, 1 medium brown, 2 white)
There are four kittens in this story set; however, only three should be used when the story is told. The white kitten in the blue dress and the white kitten in the blue pants are interchangeable. The set can be used either with three girl kittens or with two girl kittens and one boy kitten.
mother cat's dress (purple) and apron (white)
3 small dresses (red, yellow, blue)
3 pairs mittens (red, yellow, blue)
1 pair pants (blue)
collars and cuffs for dresses (white)
scrub board, washtub, and pie crust (medium brown)
water (blue)
pie pan (gray)
8" piece of lightweight yarn for clothesline

Suggested Procedure for Making Story Set (cont.)

2. Glue: collars and cuffs to dresses
apron to purple dress
purple dress to mother cat
red dress to gray kitten
yellow dress to brown kitten
blue dress to 1 white kitten
blue pants to 1 white kitten
pie crust to pie
water to washtub

3. Draw: faces on cat and kittens
trim on clothing, pie, washtub, scrub board

Patterns for "The Three Little Kittens" Story Set



Patterns for "The Three Little Kittens" Story Set